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ABSTRACT

This document describes a supplemental survey of staff in approximately half of the original sample of 1,015 schools that participated in the base year survey of the High School and Beyond Survey (HSB). The survey was designed to obtain measures of school goals and processes that effective schools literature indicates are important in achieving objectives of effective education. A consortium of five centers funded by the National Institute of Education was formed to prepare the questionnaires and collect the needed data. Five types of questionnaires were prepared for five types of respondents: high school principal, teacher, vocational coordinator, head of guidance, and community service coordinator. Data collection for the supplemental survey occurred in the spring of 1984 and was divided into two continually overlapping phases: (1) request for school rosters and subsequent sampling; and (2) questionnaire administration. An automated receipt control system was used to track Phase I and Phase II progress by school outcome within sample type and by respondent category within cooperating schools. Nine tables illustrate the data for the different stages of the survey. Appendix A includes instructions for the designated administrator form, and Appendix B includes samples of the five questionnaires. (JAZ)

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SUPPLEMENTAL SURVEY
OF THE HIGH SCHOOL AND BEYOND

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SUPPLEMENTAL SURVEY
OF THE HIGH SCHOOL AND BEYOND

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FOREWORD

This document describes the Supplemental Survey of the High School and Beyond (HSB) sample. In 1983-84 the National Center led a consortium composed of five NIE funded centers to collect data from teachers, the lead guidance counselor, the vocational director, the principal, and the coordinator of a community service program (if such existed) in about half of the schools in the HSB sample. These data are designed to describe school processes in a manner that has not been done previously for a large sample. In releasing the data from the Supplemental Survey, it is hoped that the educational research community will be enabled to investigate important topics regarding the impact of educational processes on the quality of schooling that heretofore have been difficult, if not impossible.

Many individuals have contributed to this data collection. Specifically, thanks are due to John Bishop, Division Associate Director of the Research Division at the National Center and to Lawrence Hotchkiss, Research Specialist at the National Center for extensive conceptualization and coordination of the project. Also, Robert Foulk, former Graduate Research Associate at the National Center, and Lisa Chiteji, former Program Assistant at the National Center, should be thanked for diligent work in preparing the vocational questionnaire for transfer to electronic media. Cheryl Harrison and Janet Kiplinger contributed editorial assistance. Clarine Cotton typed the manuscript, and Janet Ray and Marilyn Willhoff provided word processing expertise. Thanks are due to Oliver Moles and Gail MacColl at NIE for encouragement and technical support in carrying out the survey.

Background

This document describes a supplemental survey of staff in about half of the original sample of 1,015 schools that participated in the base year survey of the High School and Beyond study. The High School and Beyond (HSB) survey is a national longitudinal survey of high school students sponsored by the National Center for Education Statistics and conducted by the National Opinion Research Center.

The base year survey of the HSB was conducted in 1980. It consists of 30,030 youth who were high school sophomores in 1980 (class of 1982) and 28,240 youth who were high school seniors in 1980 (class of 1980). Primary data sources in the base year survey are student questionnaires, scholastic achievement tests designed especially for the HSB, and a school questionnaire completed by the principal. Additional information is provided by teacher comment forms, parent surveys, friends' data file, second language information, field staff reports, and printed material from participating schools. Two follow-up surveys of students have been completed, one in 1982, and the other in 1984. A third follow-up is scheduled for 1986. The first follow-up of the class of 1982 repeated the same tests and most of the base year questionnaire items. Thus, study of change over the last 2 years in high school is feasible using one of the largest, nationally representative samples of students in existence. The other follow-ups (first and second follow-ups of the class of 1980 and second follow-up of the class of 1982) surveyed early labor market experience, schooling, and family formation variables for about half of the base year sample.

The supplemental survey of the HSB was designed to obtain measurements of school goals and processes that the effective schools literature indicates are

important in achieving the objective of effective education; these measurements were not available on any large national data set. With the approval of the National Center for Education Statistics (NCES) and funding support from the National Institute of Education (NIE), five NIE research centers formed a consortium to collect the supplemental survey data. Members of this consortium were as follows:

- o The National Center for Research in Vocational Education
The Ohio State University
Columbus, OH 43210-1090
- o The Wisconsin Center for Education Research
The University of Wisconsin-Madison
School of Education
Madison, WI 53706
- o The Institute for Research in Educational Finance and Governance
Stanford University
Stanford, CA 94305
- o The Center for Educational Policy and Management
The University of Oregon
College of Education
Eugene, OR 97403
- o The Center for Social Organization of Schools
Johns Hopkins University
Baltimore, MD 21218

The supplemental data were collected by NORC under subcontract to the consortium. Technical advice on the content and format of questions, sample design, and procedures was provided by NIE, NCES, and NORC.

Data collection for the supplemental survey occurred in the spring of 1984. It would have been preferable to have coordinated the timing of this data collection with that of the first follow-up HSB survey, in order to describe schools during the time period in which respondents were in attendance. The generally slow pace of change in institutions such as schools, however, suggests that the timing of the supplemental survey is not a

serious enough problem to produce major distortions in the relationships of primary interest here.

Five questionnaires were prepared for the supplemental HSB survey, one corresponding to each of five types of respondents: high school principal, teacher, vocational coordinator, head of guidance, and community service coordinator. Up to 30 teachers in each school responded to the teacher questionnaire; only 1 respondent per school completed each of the other questionnaires.

Questionnaire Design

The five questionnaires for the supplemental survey were constructed by consortium members, with technical advice from NIE, NCES, NORC, and CEIS. Items included in the questionnaires were designed to describe staff goals; pedagogic practices; interpersonal relations of staff; work load of teachers; staff attitudes; availability and usage of guidance services; planning processes; hiring practices; special programs designed to produce educational excellence; and linkages to local employers, parents, and the community. Items were selected to complement information already in the HSB database. The kinds of information to be gathered were designed to reflect key issues of school process and functioning identified as critical to top-quality education in the effective schooling literature.

Consortium members drafted initial questionnaire items, drawing on questionnaire used in past research and on theory. Representatives of the consortium, NIE, NORC, and CEIS convened to select and edit items for final inclusion. This process was essential to ensuring a top-quality survey instrument and to minimizing respondent burden. After substantial deliberation, a preliminary version of each questionnaire was assembled and a

pilot test was conducted in 27 schools. The pilot test checked procedures as well as questionnaire items. The 27 schools in the pilot test were part of the original HSB sample of schools but were excluded from the subsample of participants in the supplemental survey. A copy of each questionnaire is reproduced in appendix B.

Sample

Sample selection

School Selection. The supplemental survey sample was drawn from the secondary schools selected for the High School and Beyond survey. However, the population of secondary schools covered by the supplemental survey subsample was altered slightly from that covered by the base year HSB survey due to attrition in the population (schools closed or merged with other schools) since the base year survey.

Specifically, the supplemental survey sample was selected from among the 975 HSB schools still in existence at the time of the High School Transcript study and the Course Offerings study conducted during the fall and winter of 1982-83. Because the number of additional closings between the time of the transcript study and the selection of supplemental survey schools was expected to be small (less than 2 percent), no effort was made to ascertain the status of the 975 remaining schools before drawing the subsample. In fact, 6 (1.1 percent) of the 538 schools selected for the supplemental survey had closed by the time data collection was initiated, representing further reduction in the population. Neither the HSB follow-ups nor the supplemental survey expanded the population coverage of schools to include schools created since the HSB base year survey.

Resources available for data collection and processing permitted a sample size of about 530-540 schools. The inclusion of specific schools in the supplemental survey sample was governed primarily by analytical goals rather than by considerations of statistical efficiency. The smaller sample size for 1 strata except private schools resulted in some loss of statistical precision in population estimates compared to the full HSB sample. Nevertheless, the relative efficiency of the subsample (compared to a simple random sample of equal size) is not greatly different from that for the full HSB school sample. On the one hand, the supplemental survey sampling procedures tended to reduce the overall disproportionality of the HSB design by selecting relatively fewer schools from strata with very high oversampling rates (e.g., so-called "Hispanic origin" schools). On the other hand, the supplemental survey sample included some schools ("non-Hispanic" private schools) in an even higher concentration than the HSB sample, thereby increasing the variability of the school weights. On balance, compared to the full HSB sample, the supplemental survey sample is slightly more efficient overall.

School selection was carried out as follows. First, it was specified that the supplemental survey sample would include all schools selected at the first stage of sampling for the Base Year HSB Parents survey. This subsample of 312 schools was drawn as a systematic probability sample from the 1,015 schools participating in the base year survey. It should be noted that only 304 of the 312 schools were ultimately included in the parents survey. Eight schools were dropped from the parents survey because they did not permit the administration of HSB cognitive tests to their students. Although the sample of 304 parents survey schools is a biased subsample of the HSB sample, the 312 schools included in the supplemental survey is an unbiased subsample from the larger 1,015 school sample.

Of the 40 schools that had closed since the base year HSB survey, 15 were members of the parents survey sample, leaving 297 of the 312 parents survey sample schools still open in 1983 when the supplemental survey sample was drawn. In addition, 4 of the 6 schools that had closed by the time of the supplemental survey data collection activities were members of the parents survey sample as well, reducing the parents sample size to 293 schools. As for the full sample, these closed schools reflect genuine reductions in the size of the population of schools that has occurred over time. Therefore no adjustments were made to the sampling weights of the remaining 293 schools. The sum of the original sampling weights of these schools is an unbiased estimate of the total number of schools with 10th and/or 12th grades that were open in 1980 and were still open in 1983.

Thus, the supplemental survey analyses conducted using only these 293 selections that incorporate both supplemental survey and parents survey data may be generalized to the same (entire) population of schools covered by the HSB study. One set of weights provided to the consortium permit expansion of the 293 schools to the 1983 school population. Analysts should keep in mind that the HSB sample is a complex, stratified disproportionate design whose characteristics are discussed in detail in the Sample Design Reports for the Base Year and First Follow-up surveys. All features of the full design are retained in the subsample of 293 schools. The estimation of exact sampling errors, for the full sample as for the 293 school subsample, is neither simple nor straightforward. See the Sample Design Reports for a discussion of design effects and the analyses of sampling errors.

The initial supplemental survey sample was augmented by the addition of schools beyond the 297 parents survey schools according to the following

procedures. First, all remaining "Hispanic" schools not already in the parents sample (N=83) were excluded from the supplemental survey, thus greatly reducing the overrepresentation of such schools in the sample. Then, all remaining "non-Hispanic" private schools not already contained in the parents sample (N=75) were included in the supplemental survey sample, thereby increasing the overrepresentation of this stratum of schools still further. Finally, 166 schools were selected by systematic sampling from among the remaining 520 public, "non-Hispanic" schools. Systematic sampling was accomplished after sorting the remaining schools by "superstratum" in order to preserve the initial stratification of the base year school universe.

In summary, the supplemental survey sample consists of a probability sample of 538 schools, of which 6 were found to be closed during the survey, leaving a final sample of 532 schools. It contains a subsample of 293 schools, which were selected for the HSB parents survey and which reflect the sampling strategy of the HSB base year survey, and it includes an additional sample which alters the probabilities of inclusion for schools in specified strata. Properly weighted, the supplemental survey may be used to estimate statistical parameters for the population of public and private schools with 10th and/or 12th grades that existed in 1980 and were still in existence in the 1983-84 academic year.

Table 1 displays the numbers of schools in each of the 9 major school type strata for the HSB base year survey (1980), the Course Offerings study (1983), the initial supplemental survey sample (1983), the final supplemental survey sample (1984), and the parents sample (1984).

The counts in table 1 are provided only for purposes of comparison; the school-type strata shown were defined in order to implement a sample selection

TABLE 1
COUNTS OF SCHOOLS IN HSB SCHOOL TYPE STRATA FOR
FIVE SAMPLE CONFIGURATIONS

School Type	Base Year	Course Offerings	Initial Supplemental Survey	Final Supplemental Survey	Supplemental Survey Parents
Regular public	735	712	373	370	216
Alternative public	45	37	22	21	10
Cuban-Hispanic public	11	11	4	4	4
Other Hispanic public	102	102	32	32	32
Regular Catholic	45	44	44	42	12
Black Catholic	30	28	28	28	8
Cuban-Hispanic Catholic	9	8	2	2	2
Elite other private	11	11	11	11	3
Other private	27	22	22	22	6
Total	1,015	975	538	532	293

strategy and not to present analytical classifications. Even in the large base year sample, most of the listed strata have too few cases to be analyzed at the school level. For the supplemental survey, 7 out of 9 of the school-type strata have fewer than 40 schools. The analysis of small cells should be approached with extreme caution.

In unweighted terms, the composition of the sample has changed to increase the proportion of non public schools from about 12 percent of the base year sample to about 20 percent of the final supplemental survey sample.

Administrator and teacher selection. Questionnaire data were collected for the supplemental survey from up to four administrators per school and from up to 30 teachers per school randomly sampled. At minimum, completed questionnaires were sought from the school head (principal or headmaster) and the senior guidance counselor at each school. If the school head filled the guidance counselor role, she or he was asked to fill out the counselor questionnaire as well as the school head questionnaire.

For those schools that indicated during a screening procedure that they offered or participated in a vocational program, data were requested from the coordinator of (or person most knowledgeable about) the vocational education program. Only 409 of the 484 schools responding indicated that they met the requirements specified by the consortium. In addition, data were sought from the coordinator of (or staff member most knowledgeable about) the community service program only if the school offered or participated in such a program. Of the 484 screened schools, 244 reported that they met these specifications.

Among the 49 schools that refused the screening, the proportion of schools with vocational or community service administrators may be assumed to approximate the percentage observed in the screened schools. However, exactly which of the nonresponding schools might have eligible respondents cannot be determined. An expected 41 of the nonscreened schools are likely to have vocational program coordinators. The inability to identify which of these schools did not meet the specifications defining the universe, and which are nonrespondents, introduces a small, but nontrivial, bias. However, in the case of the community service program coordinators, little bias is introduced by the assumption that none of the nonresponding schools have an eligible staff member.

A random sample of up to 30 teachers was chosen from among the eligible faculty in each selected school. Eligibility criteria were established by the consortium and specified the inclusion of all full-time teaching staff, except those for whom 51 percent or more of their time was devoted to any combination of the following roles:

- | | | |
|--|--|-----------------------------------|
| o Psychologist | o Counselor | o Librarian |
| o Media specialist | o Curriculum specialist | o Remedial specialist |
| o Drivers' education instructor | o Physical education instructor | o Health/Sex education instructor |
| o Home economics (non-vocational) instructor | o Nurse | o Dean |
| o Assistant principal | o Special education teacher without a self-contained classroom | o ROTC instructors |
| | | o Reports |

In 139 of the screened schools, total eligible faculty was 30 or fewer teachers. In these schools all teachers were included in the supplemental survey sample. In schools having at least 31 eligible teachers, tables of random numbers were used to select individual teachers from prepared (numbered) faculty rosters.

The sample design for teachers is identical to that for the sample of students in the base year survey. (Teachers were selected as a set of clusters within schools selected in the first stage.) Moreover, the cluster size of the teacher samples (30) is not much different from the student cluster size (36). As a consequence, it is possible that the relative efficiency of the teacher sample is not greatly different from the HSB base year student samples.

Overall efficiency of the teacher sample is affected by three factors. Stratification of schools in the first stage of sampling generally increases the efficiency relative to simple random sampling (SRS) by preserving the variability of all measures related to school type, region, size, ethnic mix, and other stratifiers (see the HSB base year or first follow-up Sample Design reports or the First Follow-up School Questionnaire Data Users Manual). However, sampling efficiency is generally reduced by the disproportionate allocation of the school sample across strata and by cluster sampling of teachers.

Sample weights. The supplemental survey sample design weights are intended to compensate for unequal probabilities for selection of schools and teachers into the survey. These weights do not adjust for the fact that not all sample selections actually participated in the survey; weights to accomplish that adjustment need to be provided separately. The weights presented here are based on the inverses of the probabilities of selection through all stages of the sample selection process.

School Weights. School-level weights (w_1) that adjust for differential probabilities of selection into the base year sample for High School and Beyond were calculated as the inverses of the selection probabilities for schools; see Chapter 6 of Frankel et al., Sample Design Report* The weight for a participating school in the supplemental survey is equal to w_1/F_3 , where F_3 is the conditional probability of a school's selection into the supplemental survey sample given that the school was selected in the base year HSB sample. In general, the weights are

*M. R. Frankel, et al. Sample Design Report, A report to NCES under Contract No. 300-78 by NORC. (Chicago: NORC, 1981)

W_1/F_3 for open schools in the supplemental survey sample
 0 for all other schools.

Recall that the supplemental survey sample is composed of two separate subsamples, the subsample of schools included in the parents sample and what we will call the "complement." In the base year, 312 out of the 1,015 schools in the full HSB sample were selected into the parents sample. The conditional probability F_1 of selection into the parents sample given base year HSB selection is, for any school,

$$F_1 = 312/1,015.$$

After the parents sample was chosen, the complement sample of schools was selected from the remaining non-Hispanic schools known to be open.* Non-Hispanic private schools (75 in number) were selected with certainty. Of the remaining 520 ($1,015 - 312 - 83 - 25 - 75 = 520$) schools, 166 were selected with equal probabilities. The conditional probability of a base year selection being in the supplement given that it was not selected in the parents sample, F_2 , is

$F_2 =$ 0 for Hispanic schools
 0 for non-private non-Hispanic schools
 known to be closed
 1 for private non-Hispanic schools
 166/520 for other schools.

*Recall that at this point, 25 of the non-parent schools had been found to be closed and the Hispanic schools numbered 83.

Using the notation $P(X|Y)$ to denote the conditional probability of selection into X given selection into Y , we may compute F_3 from F_1 and F_2 as follows:

$$\begin{aligned}
 F_3 &= P(\text{supplement}) + P(\text{parents}) \\
 &= P(\text{supplement}|\text{parents}) \cdot P(\text{parents}) \\
 &\quad + P(\text{supplement}|\text{not parents}) \cdot P(\text{not parents}) \\
 &\quad + P(\text{parents}) \\
 &= U + F_2(1 - F_1) + F_1 \\
 &= F_1 + F_2 - F_1F_2 .
 \end{aligned}$$

Teacher weights. Because only one administrator of each specified type (principal, guidance counselor, vocational program coordinator, community service program coordinator) was designated as a respondent in each school, data from each administrator may be analyzed using the school weights described previously. Samples of up to 30 teachers were selected from lists of eligible faculty within each school. Teacher selection probabilities varied from school to school as a result of differing faculty size. Therefore, additional weights must be used to compensate for unequal selection probabilities for the teacher sample.

The probability that a teacher was selected into the supplemental survey sample is equal to the product of F_3 , the probability that the individual's school was selected, and F_4 the conditional probability that the individual was selected given that his or her school was selected. In schools with 30 or fewer teachers, $F_4 = 1$. In schools with $N > 30$ teachers, $F_4 = 30/N$.

Thus, the individual teacher weight is

$1/(F_3F_4)$ if teacher was selected in supplemental survey sample and
 U otherwise.

Data Collection

During the period from September through December 1983, the school sample was selected. In addition, questionnaires and explanatory materials were developed, along with letters to principals and state and district officials. Phase I (request for school rosters and subsequent sampling) and Phase II (administration of questionnaire) were pretested in 27 schools.

In December, a letter explaining the objectives of the study and data collection procedures and identifying specific schools and districts for the main study was sent to chief state school officers and district superintendents. Later in the month, an initial mailing to school principals explained the study and requested appointment of a school coordinator. It also asked for a roster of the school's teaching staff and the following specified administrators: principal, guidance counselor, vocational coordinator, and community service coordinator. A sample of up to 30 teachers from the roster was selected by using a table of random numbers. (See appendix A for the instructions used in selection of administrators and teachers.)

Phase II began with the mailing of questionnaires to the selected sample in the main study schools on March 12, 1984. Phase I and Phase II operations were in continuous overlap, since efforts to obtain school cooperation continued until the end of the school year.

An automated receipt control system was used to track Phase I and Phase II progress (1) by school outcome within sample type and (2) by respondent category within cooperating schools. The system generated lists of nonresponding schools and respondents for management consideration in following these cases.

Systematic follow-ups were conducted for both Phase I and II. Three methods of follow-up were employed: contact by central office administrators,

contact by central office interviewers, and in-person contact by field personnel (described more fully later).

Participation Rates

Participation rates are summarized in table 2, table 3, and table 4. Table 2 summarizes school participation in the pretest and the main supplemental survey. Table 3 and table 4 show school participation by sample type for the main sample and the pretest.

TABLE 2
SCHOOL PARTICIPATION

	<u>School Participating</u>			<u>Refusals</u>				<u>Total</u>	
	<u>Phase Ia</u>		<u>Phase II^b</u>	<u>School Level</u>		<u>District</u>		N	%
	N	N	%	N	%	N	%		
Pretest	23	23	85	4	15	0	0	23 ^c	100
Main Study	461 ^d	456	90	43	9	6	1	505 ^e	100
Total	483	479	90	47	9	6	1	532	100

^aPhase I was the period in which the Designated Administrator Form and teacher roster were requested.

^bPhase II was the data collection period.

^cThe pretest sample was 27. This reflects the following adjustments from an initial sample of 30: one school closed and two schools were unable to participate at the time of pretest but were willing to participate in the main study.

^dFive main study schools that cooperated in Phase I were unable to cooperate in Phase II. Five other would-be Phase II dropouts were encouraged to remain in the survey through intensive central office and field efforts.

^eSample N for the main study is 505. This reflects an adjustment from the initial 510: 5 schools proved to be closed.

TABLE 3
PARTICIPATION BY SAMPLE TYPE:
MAIN STUDY

School type	0	1	2	3	5	6	7	8	9	Total	
Quex returned	321	16	3	28	36	22	1	10	19	456	
District refusal	4	0	0	1	0	0	0	1	0	6	
School refusal	27	3	0	1	4	5	1	0	2	43	
Total	N	352	19	3	30	40	27	2	11	21	505
	%	69.7	3.7	.6	5.9	7.9	5.4	.4	2.2	4.2	100%

School Types Key:

0 = Regular Public	4 = None
1 = Alternative Public	5 = Regular Catholic
2 = Cuban-Hispanic Public	6 = Black Catholic
3 = Other Hispanic Public	7 = Cuban-Hispanic Catholic
	8 = Elite Other Private
	9 = Other Private

TABLE 4
PARTICIPATION BY SAMPLE TYPE:
PRETEST

School type	0	1	2	3	5	6	9	Total
Quex returned	15	2	1	1	2	1	1	23
School refusal	3	0	0	1	0	0	0	4
Total	N	18	2	1	2	2	1	27
	%	66.6	7.4	3.7	7.4	7.4	3.7	100%

School Types Key:

0 = Regular Public	4 = None
1 = Alternative Public	5 = Regular Catholic
2 = Cuban Hispanic Public	6 = Black Catholic
3 = Other Hispanic Public	7 = Cuban Hispanic Catholic
	8 = Elite Other Private
	9 = Other Private

Tables 5 and 6 detail questionnaire receipts by questionnaire type for the pretest and main study, respectively. These tables assume that a principal and a guidance counselor questionnaire were available from each school. In practice, a handful of schools (four main study, one pretest) lacked a formal guidance program. For the main study sample, the coordinator or principal of such schools was asked to complete the supplemental guidance questionnaire. There is no way to know with precision the total number of eligible teachers or the number of teachers who would have been selected for the total sample. Nor can the total sample numbers be determined for administrators in the vocational and community service categories since, again, such information is available only for the 484 schools that submitted the Designated Administrator Form and roster.

TABLE 5
RECEIPTS BY QUESTIONNAIRE TYPE:
PRETEST

Questionnaire Type	Schools Mailed to	Schools Responding		Questionnaires Returned ¹	
	N	N	% of sample (27)	N	% of N requested
Teacher	23	23	85	581	91 ² (640 requested)
Principal	23	16	59	16	70
Guidance	22	22	81	22	100
Vocational	22	17	--	17	77
Community service	7	7	--	7	100

¹Questionnaires were counted if they were at least 50 percent complete.

²Includes all questionnaires distributed, even those with final dispositions of "no longer employed," unavailable, or "ineligible." Not counting these dispositions, the completion rate would be 92.5 percent.

In over 99 percent of cases in which the school responded, responses were collected from both the teacher and administrator category. In one small school, however, an administrator responded but no teachers responded. In two other small schools, there were instances of teacher response but no administrator participation.

TABLE 6
RECEIPTS BY QUESTIONNAIRE TYPE
MAIN STUDY

Questionnaire Type	Schools Mailed to	Schools Responding		Questionnaire Returned		TOTAL (PRETEST + MAIN STUDY)
	N	N	% of sample	N	% of requested	
Teacher	456 ²	455	90	10,382	85.8 ³	10,957
Principal	456 ²	403	80.3	403	88.4	419
Guidance	456 ²	402	79.6	402 ⁴	88.2	424
Vocational	383 ⁵	330	--	330 ⁶	86.2	347
Community Service	234 ⁷	201	--	234	85.9	241

¹Questionnaires were counted if they were at least 50 percent complete.

²461 if Phase II includes 461 refusals.

³A total of 12,106 main study teacher questionnaires were requested. If the number requested is adjusted to delete those no longer employed, ineligible, or unavailable, the total requested equals 11,878 and the percentage of those completed from those requested becomes 87.4 percent.

⁴Includes two supplemental guidance questionnaires for schools with no formal guidance program.

⁵387 if Phase II refusals are counted in.

⁶Excludes three vocational questionnaires that, though completed, cannot be identified as to school. (Off-campus programs; respondent removed identifying number label.)

⁷Phase II includes 237 refusals.

Quality Control and Follow-Up Procedures

Table 7 describes the school follow-ups for Phase I and Phase II of the main study. Table 8 describes the outcome of questionnaire remailings based on telephone follow-up of low response schools or nonresponding administrators.

Experienced telephone interviewers conducted systematic follow-ups for all Phase I schools that had not returned the Designated Administrator Form or rosters. Their task was to check the status of Phase I materials (including probable mailing date), reemphasize the value of the survey, and determine whether any action was required to facilitate participation. Problem cases were referred to supervisors and taken over by project administrators or by field personnel.

Phase II follow-up telephone contact was made 3 weeks after the questionnaire mailing date. All nonresponding schools were called. Responding schools with a lower than 90 percent completion rate for teachers and/or administrators were also contacted. Non routine cases were referred to supervisors for review and special handling. As a matter of policy, nonresponding principals were always contacted directly.

Fifty cases were assigned for Phase I and Phase II field follow-up. These included (1) schools from which there had been no response they had been previously contacted by telephone and were presumed or known to be refusals), and (2) schools with low internal completion rates. Table 9 demonstrates the high degree of success generated by the intensive field activity.

Phase I refusals occurred at either the district level (there were 6) or at the school level (there were 43). Of the latter, four were, in fact, Phase II refusals. All initial refusals (there were 84) were referred to the

TABLE 7
TELEPHONE FOLLOW-UP ACTIVITIES FOR MAIN STUDY

	Number of Schools Called	Percentage of Schools Called	Dates
<u>Designated Administrator Forms and Rosters</u>			
(505 schools)			
First follow-up	232	46	1/30/84 - 2/25/84
Second follow-up	159	32	2/20/84 - 3/31/84
Additional follow-ups	102	20	3/31/84 - 5/19/84
<u>Questionnaire Follow-up</u>			
(461 schools)			
First follow-up	211	46	starting - 4/02/84
Second follow-up	166	36	starting - 4/23/84
Additional follow-ups	129	28	starting - 5/07/84
<u>Principal Questionnaire</u>			
Follow-up (461 Principals)			
First Follow-Up	158	34	5/11 - 5/25/84
Second Follow-up	125	27	from 6/4/84
<u>Off-Campus Vocational</u>			
Follow-up (34 sites)			
First follow-up	17	50	5/14 - 5/18/84
Second follow-up	14	41	from - 6/06/84

TABLE 8
FOLLOW-UP REMAILINGS AND OUTCOMES: MAIN STUDY

Questionnaire Type	Number Remailed	Number Returned by September 4, 1984	Percentage Responding
Principal	38	20	53
Guidance	3	2	67
Vocational	6	3	50
Community service	2	1	50
Total administrator	49	26	53
Teacher	623	267	43

TABLE 9
IN-PERSON CONTACT: NORC FIELD PERSONNEL

Category	Cases	Successful Outcomes
Solicit Designated Administrator Form and Roster	28	27
Distribute questionnaires	9	9
Collect questionnaires	2	2
Convert Phase II refusal	5	3
Increase rate of completion	5	4
Total		

assistant project director at NORC and either he or the project director followed up by telephone. Thirty-five (42 percent) of the initial refusals eventually participated.

Reasons given for the refusals were, in general, administrative rather than substantive. In the very few instances that the value of the study was brought into question, the objection was easily overcome. Again, with few exceptions, interest in participating in later phases of HSB was strong.

Overwhelmingly, the problem for nonparticipants was the timing of the survey and the resources that would be needed. The survey came at a time when the school year schedule was already heavy. Competing with the supplemental survey were, in particular, conference accreditation evaluations, recently mandated changes in curriculum content and standards, and other surveys. Compounding the lack of time was, in many cases, a diminution in resources: budget cuts, cutbacks in staffing, and emphasis on spending more time in the classroom. In a few instances quite specific local conditions were the basis

for refusal: a difficult period of administrative transition or a tense atmosphere due to a teacher strike or lawsuits.

In the case of four schools, complete school questionnaire packets were lost in the return mail to NORC. Since these lost-in-transit questionnaires were given the disposition "other," there are four participating schools for which no complete or partial questionnaires were received.

Data Preparation

Preparation of data for use with electronic processing equipment was carried out by members of the consortium. The Ohio State University prepared the vocational data and was responsible for a subcontract for optical scan of the teacher questionnaire. The optical scan was carried out by the Intran Corporation, which won the subcontract through competitive bidding. Stanford prepared the data from the principal questionnaire, Johns Hopkins prepared the guidance data, and Wisconsin prepared the community service data. A data preparation manual was created by Ohio State; the manual contains the detailed procedures that were followed by each institution in converting the data to machine-readable form.

Each institution established a coding operation that included a data preparation manager and a staff of coders. The manager was responsible for hiring and training coders and overseeing the coding operation. Ambiguities in establishing proper codes were resolved by the manager. As surveys (except teacher surveys) arrived at the coding center, they were logged and an identification number written on them. A set of standard procedures was established for managing the flow of questionnaires through the coding operation. After coding was completed, a manual check of each item for all of the completed questionnaires (except teacher questionnaires) was carried out.

Following the manual error check, the coded data were transferred to electronic media.

The post-key review was accomplished in three stages. First, frequency tables were examined for range violation. Detected violations were checked by the coders against the coded survey documents and corrected. Second, the keyed records for all cases, except for the teacher questionnaire, were printed and compared to the coded questionnaire entries. Errors, as detected, were noted and corrected. The last phase of the post-key review involved skip logic checks by a computer program, which coded items answered in violation of skip logic to the valid skip code. The teacher data underwent a process of quality control after optical scan that was similar to the process used for the other questionnaires, except that a 10 percent rather than a 100 percent manual check was conducted.

School identification numbers were attached to each computerized record. These numbers match the school codes used in the main HSB sample; hence, merges with other HSB data by school ID are feasible. Each ID number was checked against a master list to ensure its accuracy.

The following reserve codes were used for the coding of all survey documents:

- 6 -- This code indicates multiple responses. In general, this code is to be recorded whenever a respondent has circled two or more response codes for an item that required only one. The only exception to this procedure is outlined below.
- 7 -- This code indicates a refusal to respond or an uncodable response. It should be entered whenever a respondent has overtly indicated refusal to respond or when a response was incompatible with the category codes for an item.

8 -- This code indicates a response omission that is not due to "legitimate skip" or "not applicable." Whenever a response for an item is not present and no overt indication of refusal has been noted, this code was recorded.

9 -- This code indicates a legitimate skip or not applicable.

These four codes apply to single column fields. The reserve codes for items requiring two or more columns use one of these four numbers in the right-most column, the remaining columns to the left being filled with nines (9). It should be noted that any variable requiring only a single digit code, but having code values greater than five has been allocated two coding columns. Where necessary, the coding field for variables requiring two or more columns has been similarly expanded. In this way, there is no possibility of conflict between meaningful data and reserve codes.

For items requiring counts and percentages as responses, indication of a numeric range was considered valid data. The actual value coded was the arithmetic midpoint of the range rounded to the nearest whole number. To allow for the preservation of as much information as possible, an exception to the usual coding convention was provided for items like those shown in Exhibit I. In these items, the response system is an ordered continuum that requires two columns to code. Although respondents are required to circle only one number for such items, it is not uncommon for a respondent to show equivocation by circling more than one number--usually two contiguous numbers. When coders encountered an item like those shown in 30e and 30p where two numbers have been circled and the circled numbers are contiguous, the lowest numeric code was coded in the right column and an eight was coded in the left column. In this manner, users of the data set will have the option of

classifying such items as missing data or using a midrange value as a valid code. When more than two response alternatives are circled or two circled alternatives are not adjacent, then the multiple response code (96) was used.

EXHIBIT I

30. Using the scale provided, to what extent do representatives of business, industry, and labor influence each of the following vocational education activities? (CIRCLE ONE FOR EACH ITEM)

	No influence		Major influence		
a. Determining curriculum content and standards...	01	02	03	04	05 06
					30-31/ 02
b. Assessing relevance of curriculum.....	01	02	03	04	05 06
					32-33/ 04
c. Determining adequacy of equipment.....	01	02	03	04	05 06
					34-35/ 03
d. Recommending programs to be offered.....	01	02	03	04	05 06
					36-37/ 05
e. Evaluating effectiveness of vocational education personnel.....	01	02	03	04	05 06
					38-39/ 85
f. Determining teaching/training standards.....	01	02	03	04	05 06
					40-41/ 01
g. Interviewing prospective vocational educational personnel and asking recommendations regarding employment.....	01	02	03	04	05 06
					42-43/ 04
h. Identifying long-range goals for the vocational education program.....	01	02	03	04	05 06
					44-45/ 98
i. Identifying goals/objectives for use in evaluating the school's vocational education program.....	01	02	03	04	05 06
					46-47/ 96
j. Placing students in jobs.....	01	02	03	04	05 06
					48-49/ 03
k. Conducting interviews of employers to determine their satisfaction with employees who were former vocational education students.....	01	02	03	04	05 06
					50-51/ 05
l. Conducting interviews with former vocational education students to deter- mine their satisfaction with training.....	01	02	03	04	05 06
					52-53/ 04
m. Promoting labor market information.....	01	02	03	04	05 06
					54-55/ 06
n. Identifying job tasks/skills performed.....	01	02	03	04	05 06
					56-57/ 06
o. Providing career guidance.....	01	02	03	04	05 06
					58-59/ 04
p. Providing equipment and supplies.....	01	02	03	04	05 06
					60-61/ 85
q. Developing learning/training sites (e.g., shop) in the community.....	01	02	03	04	05 06
					62-63/ 02
r. Develop programs to teach job search skills...	01	02	03	04	05 06
					64-65/ 02
s. Other (SPECIFY) _____	01	02	03	04	05 06
					66-67/ 04

APPENDIX A

DESIGNATED ADMINISTRATOR FORM

INSTRUCTIONS FOR TEACHER ROSTER AND
DESIGNATED ADMINISTRATOR FORM

Supplemental Survey
Designated Administrator Form

Enter label corrections as
necessary in space below:

(LABEL)

Enter Name of School Coordinator: _____

	CHECK BOX OR ENTER NAME			
	Check Box if Appropriate	Enter Person Selected (See below)	Enter Official Title	Enter Mailing Address if Other Than Label Address
Guidance Program	No Program ☐			///////// ///////// /////////
Vocational Program	No Program On or Off Campus ☐			
Community Service Program	No Program ☐			///////// ///////// /////////

GUIDE TO SELECTION

- A. Guidance Program. Select person MOST KNOWLEDGEABLE about your school's guidance and counseling program. This person might be called: Director of Guidance, Guidance and Counseling Dept. Chair, (most senior) School Counselor, Asst. Principal, Dean, Principal, Other.
- B. Vocational Program. Select the person MOST KNOWLEDGEABLE about the vocational program for students at your school. THIS PERSON'S PRIMARY ASSIGNMENT, OR THE VOCATIONAL PROGRAM, MAY BE ON OR OFF YOUR SCHOOL'S CAMPUS. This person might be called: Voc. Ed. Dept. Chair, Voc. Dir., Voc. Coord., Asst. Principal, Dean, Principal, Dist. Voc. Coord., Other.

- C. Community Service Program. Select staff member responsible for a program of community service as a course, club activity, or graduation requirement in which students volunteer to work at community service agencies or on their own service projects, either during or after school hours. This person might be called: Community Service Coordinator, Activities Director, Career/Service Counselor, Principal, Other.

If you have any questions about selecting the appropriate person, please call COLLECT: Marjorie Butz, (312) 962-3601; or Shirley Knight, (312) 962-8950

ADMINISTRATOR AND TEACHER SURVEY

INSTRUCTIONS

In order to randomly select teachers and to identify the appropriate administrators for the Administrator and Teacher Survey, we need your help. Please follow the few simple steps outlined below.

Preparing a Roster of Full-time High School Teachers:

- Step 1. Compile a list of full-time high school teachers for the 1983-84 school year. Please include teachers responsible for supervising cooperative education students. (This list can be a master teacher schedule, a computer printout, or a simple list of names.) If a 1983-84 list is not available, use last year's list.
- Step 2. Please add the names of full-time high school teachers who should be on this list but are not (recently hired teachers, for example).
- Step 3. Be sure to cross out a) all part-time teachers and b) any former teachers who are no longer on the staff of your high school.
- Step 4. We will not select teachers who spend 51% or more of their time devoted to any combination of the following roles. Please cross out their names.

Driver's education teacher
Physical education teacher
Health, family life, or
sex education
Consumer or homemaking teacher
Resource room special education teacher who does not teach students in groups of 5 or more
Media specialist
Teacher's aide
Student teacher

Nurse, nurse's aide
Counselor
Psychologist
Librarian, library aide, or monitor
Study hall or hallway monitor
Curriculum specialist
Remedial specialist
Principal, assistant principal, or dean
ROTC instructors

- Step 5. Each teacher's name should appear on the list only once. Please cross out any repetitions.
- Step 6. Please return the Designated Administrator Form and the teacher roster in the prepaid envelope enclosed for your convenience.

Filling Out the Designated Administrator Form

- Step 1. Please check the label affixed to the Designated Administrator Form. If the principal's name, the school's name, address or telephone number has changed, cross out the old information and make the appropriate correction in the space to the right of the label.
- Step 2. Please enter the name of the person who will serve as the school coordinator for the Administrator and Teacher Survey. The coordinator will receive, distribute, collect, and ship the questionnaires. In appreciation of this assistance, we will provide a \$20.00 honorarium.
- Step 3. We need the name of each person who is most knowledgeable about or responsible for your school's vocational education program, community service program, and guidance program. To aid you in selecting the appropriate person, see the "GUIDE TO SELECTION" at the bottom of the Designated Administrator Form. Please enter the name of each in the appropriate space. Next, enter each person's official title in the space provided.

For instance, if the principal is the person responsible for the community service program in your school, you would enter his/her name and title.

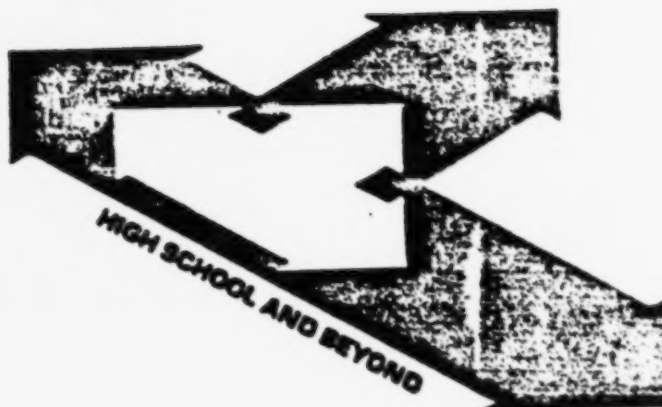
The vocational program may be on or off campus. In either case, please enter the name of the person most knowledgeable about the program. If this person is off campus, please enter his/her address also, and a questionnaire will be sent directly to him/her.

- Step 4. Please return the teacher roster and the Designated Administrator Form in the enclosed prepaid envelope.

THANK YOU FOR YOUR ASSISTANCE

APPENDIX B

QUESTIONNAIRE



ADMINISTRATOR AND TEACHER SURVEY

Principal Questionnaire

We appreciate your participation in the Administrator and Teacher Survey, a nationwide study of approximately 17,000 administrators and teachers. By completing this questionnaire, you will provide valuable information about the effect of the school environment on the educational process.

Information from a longitudinal study of over 58,000 high school (and post high school) students, plus data from the schools they attended, will provide a unique source of information to the entire education community.

You may find that a few questions on this questionnaire do not apply to your position or to the type of school in which you teach. An answer category, N/A (not applicable), has been provided for these questions. Please consider the titles Principal and School Head as equivalents and interchangeable.

Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified. We hope you will answer every question, but you may skip any question you do not wish to answer.

Thank you for your time and cooperation.

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All Identifying Information will be removed from this questionnaire prior to delivery to members of the Consortium. NORC will maintain the confidentiality and anonymity of schools and individual respondents, as it has for approximately 1,000 schools and 58,000 respondents in the High School and Beyond study since 1980, through strict adherence to the principles of the Federal Privacy Act of 1974.

The Consortium for the Study of Effective Schools

The National Center for Research in Vocational Education
The Ohio State University

The Wisconsin Center for Education Research
School of Education
The University of Wisconsin - Madison

The Institute for Research in Educational Finance and Governance
Stanford University

The Center for Educational Policy and Management
The University of Oregon - College of Education

The Center for the Social Organization of Schools
Johns Hopkins University

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GENERAL INSTRUCTIONS

There are several different types of questions in this questionnaire. To record your answers, please follow the instructions as shown in these examples. **Please note:** Numbers followed by a slash e.g., 8/ or 21-23/ are for computer operator use only.

(CIRCLE ONE)

What is your favorite sport? (CIRCLE ONE)

- Tennis.....1
- Football.....2
- Basketball.....3
- Baseball.....4
- Other (SPECIFY) HANDBALL ⑤

If your favorite sport is handball, you would circle the number to the right of "Other" and write "Handball" on the line as shown.

(CIRCLE ALL THAT APPLY)

Which of the following magazines have you read in the last week? (CIRCLE ALL THAT APPLY)

- Newsweek.....①
- Time.....②
- U.S. News & World Report.....3
- None of these.....4

If you read Newsweek and Time magazines in the last week, you would circle the numbers as shown.

(CIRCLE ONE FOR EACH ITEM)

Have you done any of the following during the past school year? (CIRCLE ONE FOR EACH ITEM)

- | | Yes | No |
|---------------------------------------|-----|----|
| Attended a school sporting event..... | ① | 2 |
| Attended a school assembly..... | ① | 2 |
| Chaperoned a school dance..... | 1 | ② |
| Chaperoned a class field trip..... | 1 | ② |

If you attended a school sporting event and a school assembly, but did not chaperone a school dance or class field trip, you would circle the numbers as shown.

Several questions ask you to enter numbers (or estimates of numbers) in the boxes provided e.g., number of students, number of hours. Others ask for percentages or estimates of percentages. Please round to the nearest whole number and "zero fill" as shown, where appropriate.

(WRITE IN)

What percentage of the students in your school are in the: (WRITE IN PERCENT)

9-10th grades: 0143%

11-12th grades: 0157%

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If about 40% of the students in your high school are in grades 9 and 10, and 60% are in grades 11 and 12, you would fill in the boxes as shown.

Please enter month and day - 8-9/
 Month Day 10-11/

NOTE: A number of questions relate to events in the current school year. Please consider the whole year from the beginning of the current school year until now. A few questions refer to "the past three years." If you have not been at this school for a full three years, please answer for the time you have been there.

1. How many years of instruction are all students in your school required to complete for graduation in each of the following subject areas? (WRITE IN YEARS. USE FRACTIONS IF NECESSARY. IF NO REQUIREMENT, ENTER "0")

Years of Instruction Required for

	Class of 1982	Class of 1984	
a. English/Language Arts	12-14/		33-35/
b. Mathematics.....	15-17/		36-38/
c. Science.....	18-20/		39-41/
d. History and social studies...	21-23/		42-44/
e. Foreign language.....	24-26/		45-47/
f. Physical education.....	27-29/		48-50/
g. Music and fine art.....	30-32/		51-53/

2. How many times a year do students receive report cards or a comparable form of written evaluation? (WRITE IN NUMBER)

54-55/

3. Does your school offer a program of community service as a course, club activity, or graduation requirement in which students volunteer to work at community service agencies or on their own service projects, either during or after school hours? (CIRCLE ONE)

Yes.....1 56/

No.....2

4. Since the beginning of the current school year, about how many students' parents have contacted you or your administrative staff regarding their child's behavior or academic performance? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

STUDENTS' PARENTS: 57-60/

5. Since the beginning of the current school year, about how many students' parents have you or your administrative staff met with privately to discuss their child's behavior or academic performance? (WRITE IN. IF UNSURE, GIVE BEST ESTIMATE)

STUDENTS' PARENTS: 61-64/

79-80/01

6. How important do you regard each of the following educational goals for your school? Please enter "1" for most important goal, "2" for the next most important goal, and so on through "8" for the least important goal. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS)

_____ a. Basic literacy skills (reading, math, writing, speaking)	8-9/
_____ b. Citizenship (understanding institutions and public values)	10-11/
_____ c. Specific occupational skills	12-13/
_____ d. Good work habits and self discipline	14-15/
_____ e. Academic excellence, or mastery of subject matter	16-17/
_____ f. Personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge)	18-19/
_____ g. Human relations skills (cultural understanding, getting along with others)	20-21/
_____ h. Moral and religious values	22-23/

7. From each pair of statements listed below, choose the one statement that best describes how you perceive your role as principal. (CIRCLE ONE NUMBER FOR EACH PAIR)

A. Choose one:

- I should represent the interests of parents, leaders, and sponsors of this school.....1 24/
- I should take personal initiative in selecting and directing school policy according to my best professional judgment.....2

B. Choose one:

- I should effectively and efficiently manage the day-to-day affairs of this school.....1 25/
- I should lead this school in new educational directions according to my best professional judgment.....2

C. Choose one:

- I should play the major role in establishing the agenda and deciding the important issues in this school.....1 26/
- I should share decision-making with the faculty on important school issues 2

8. Last year, approximately what percentage of the students seeking admission to your school did you admit? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. ENTER 100% IF ALL APPLICANTS WERE ADMITTED)

_____% 27-29/

9. Last year, approximately what percentage of the students seeking to transfer to your school did you accept? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. ENTER 100% IF ALL APPLICANTS WERE ADMITTED)

 |_|_|_|% 30-32/

10. Using the scale below, how important is each of the criteria below in admitting students to your school? (CIRCLE ONE FOR EACH ITEM. IF NOT APPLICABLE TO YOUR SCHOOL, CIRCLE "01")

	Very unimportant				Very important		
a. Students' residence.....	01	02	03	04	05	06	33-34/
b. Lottery or random selection	01	02	03	04	05	06	35-36/
c. Academic record — grades or teacher reports.....	01	02	03	04	05	06	37-38/
d. Achievement or aptitude test results.....	01	02	03	04	05	06	39-40/
e. Participation in athletics or other extra-curricular activities.....	01	02	03	04	05	06	41-42/
f. Religious affiliation.....	01	02	03	04	05	06	43-44/
g. Race or ethnicity.....	01	02	03	04	05	06	45-46/
h. Relative of alumni or current student.....	01	02	03	04	05	06	47-48/
i. Disciplinary record.....	01	02	03	04	05	06	49-50/
j. Financial resources of students' family.....	01	02	03	04	05	06	51-52/

11. How would you rate the academic ability of the students when they enter this school? (CIRCLE ONE)

Much above the national norm.....1 53/
Somewhat above the national norm....2
At the national norm.....3
Somewhat below the national norm....4
Much below the national norm.....5

12. On the average, how many different students per month receive public, school-wide recognition in assemblies, PA announcements, or hall displays for their academic achievement? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, WRITE "000")

1ST COPY AVAILABLE STUDENTS PER MONTH: 54-56/

79-80/02

13. For an average year please estimate the number of students in your school who are removed (temporarily or permanently) from classroom instruction for academic or disciplinary reasons. (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE ENTER "000")

BEGIN DECK 03

	For academic reasons		For disciplinary reasons	
How many are . . .				
A. expelled?		8-10/		20-22/
B. suspended out of school?		11-13/		23-25/
C. suspended in school?		14-16/		26-28/
D. other (SPECIFY):		17-19/		29-31/

14. In the past three years, how many new teachers have been hired for your school (excluding transfers)? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

NEW TEACHERS: 32-34/

15. In the past three years, how many teachers have transferred to your school? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

TRANSFER TEACHERS: 35-37/

16. When you have a staff opening, which of the following kinds of effort does your school or school district use to recruit full-time teachers? (CIRCLE ALL THAT APPLY)

No recruitment efforts.....01	38-39/
Advertise in national education publications....02	40-41/
Advertise in local publications.....03	42-43/
Contact educators in other schools and agencies.04	44-45/
Contact teachers' organizations.....05	46-47/
Contact colleges and universities.....06	48-49/
Other (SPECIFY) 42 07	50-51/

17. A. When hiring a new teacher in a non-shortage field how many candidates are typically interviewed by you or by district staff? (WRITE IN NUMBER. IF UNSURE, GIVE YOUR BEST ESTIMATE)

NUMBER INTERVIEWED: 52-54/

- B. Before making a job offer to a new teacher, how often do you/district staff obtain an appraisal from a former principal or supervising teacher? (CIRCLE ONE)

Always.....1 55/
Most of the time.....2
Some of the time.....3
Never.....4

18. Of the teachers who started working in your school within the past three years, what percentage did you think would be excellent teachers at the time they started? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE)

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56-58/

19. Using the scale provided, how much of a barrier do you consider each of the following factors to be in obtaining teachers with excellent qualifications? (CIRCLE ONE FOR EACH ITEM)

	Not a barrier						A very large barrier						
a. Shortage of qualified applicants in some fields.....	01	02	03	04	05	06							59-60/
b. Insufficient salary and benefits to offer new teachers.....	01	02	03	04	05	06							61-62/
c. Inability to offer teachers job security.....	01	02	03	04	05	06							63-64/
d. Teachers' unwillingness to teach the types of students in this school.....	01	02	03	04	05	06							65-66/
e. Difficulty of identifying the applicant with the best qualifications.....	01	02	03	04	05	06							67-68/
f. Openings become available too late to get a teacher with excellent qualifications.....	01	02	03	04	05	06							69-70/
g. Too many teachers transferred to this school by the central office.....	01	02	03	04	05	06						N/A	71-72/
h. Too much control over hiring decisions in the hands of the central office.....	01	02	03	04	05	06						99	73-74/
i. Constraints imposed by a teachers' organization.....	01	02	03	04	05	06						99	75-76/
j. Constraints imposed by affirmative action considerations.....	01	02	03	04	05	06						99	77-78/

20. What are the lowest and highest annual salaries currently paid to full-time teachers on your school's payroll? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE TO THE NEAREST \$500.)

LOWEST SALARY PAID: \$ 8-12/

HIGHEST SALARY PAID: \$ 13-17/

21. Which of the following kinds of rewards are given to good teachers in your school? (CIRCLE ALL THAT APPLY)

Given special awards for teaching.....01	18-19/
Assigned to teach the better students.....02	20-21/
Allowed to choose the classes they teach.....03	22-23/
Given a lighter teaching load.....04	24-25/
Relieved of administrative or disciplinary duties.....05	26-27/
Given priority on requests for materials 06	28-29/
Given time off to attend professional workshops...07	30-31/
Given extra pay for extra responsibilities.....08	32-33/
Other (SPECIFY) _____ 09	34-35/
No rewards are given.....10	36-37/

22. A. What was the average annual percentage increase in teacher salaries in this school over the last 3 years? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

INCREASE % 38-40/

- B. Last year, what percentage of teachers in your school received some merit pay increase? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF "NONE", WRITE IN "000" AND GO TO Q.23.)

RECEIVED MERIT PAY INCREASE % 41-43/

- C. Of those who received a merit increase, what was the average percentage increase? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000")

MERIT INCREASE: % 44-46/

23. Does your school or school district offer teachers tenure or provide the assurance of a continuing contract? (CIRCLE ONE)

Yes...(ANSWER A).....1 47/

No....(GO TO Q.24).....2

- A. What percentage of the teachers at your school have tenure or its equivalent? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE)

BEST COPY AVAILABLE 44 % 48-50/

24. Of the teachers on your school's payroll, what percentage have taught in your school for: (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Less than three years: % 51-53/

Three to ten years: % 54-56/

More than ten years: % 57-59/

25. A. During the past three years, how many teachers have you recommended not have their contracts renewed because of poor teaching? (WRITE IN FOR EACH CATEGORY. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

TENURED TEACHERS 60-61/

NON-TENURED TEACHERS 62-63/

- B. During the past three years, how many teachers' contracts have you successfully prevented from being renewed? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

TENURED TEACHER CONTRACTS 64-65/

NON-TENURED TEACHER CONTRACTS 66-67/

26. In a typical non-renewal case for tenured teachers, how many hours would you and your staff have to devote to documenting charges, attending hearings, etc.? (WRITE IN HOURS. IF UNSURE, GIVE YOUR BEST ESTIMATE)

HOURS: 68-69/
79-80/04

27. Using the scale provided, how much of a barrier do each of the following factors present to you in firing or refusing to renew the contracts of poor teachers? (CIRCLE ONE FOR EACH ITEM)

BEGIN DECK 05

	Not a barrier		A very large barrier				
a. Personal reluctance to fire someone.....	01	02	03	04	05	06	8-9/
b. Excessively complex formal procedures.....	01	02	03	04	05	06	10-11/
c. Difficulty of identifying poor teachers...	01	02	03	04	05	06	12-13/
d. Tenure rules in your school system.....	01	02	03	04	05	06	14-15/
e. Constraints imposed by a teachers' organization.....	01	02	03	04	05	06	16-17/

N/A

28. During the past three years, how many teachers have you encouraged to resign or retire early because of poor teaching? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

TEACHERS: 18-19/

- A. How many times have you been successful in inducing a teacher to resign or retire early in the past three years? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

45

TIMES SUCCESSFUL: 20-21/

29. Over the past three years, what percentage of the teachers in your school would you consider to have been . . . (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000")

poor teachers					%	22-24/
fair teachers					%	25-27/
good teachers					%	28-30/
excellent teachers					%	31-33/

TOTAL 100%

30. Which one of the following statements best describes the most recent teacher employment negotiations in your school? (CIRCLE ONE ONLY)

Negotiations were held with a teachers' organization.....1	34/
Individual negotiations were held between the school and individual employees.....2	
Wages, hours, terms, and conditions of employment were essentially determined unilaterally by the <u>school</u> 3	
Wages, hours, terms, and conditions of employment were essentially determined unilaterally by the <u>district</u> 4	

31. On a scale of 1 to 6, how much influence do you feel each of the following has upon how your performance is evaluated by your superiors? (CIRCLE ONE FOR EACH CATEGORY)

	No Influence					Great Deal of Influence	
A. The performance of your school's students on standardized tests or in gaining admission to college.....	01	02	03	04	05	06	35-36/
B. A good disciplinary environment in the school.....	01	02	03	04	05	06	37-38/
C. Efficient administration.....	01	02	03	04	05	06	39-40/
D. Parent or community reaction.....	01	02	03	04	05	06	41-42/

32. Using the scales provided, how much actual influence do you think each of the following people or organizations has on establishing the curriculum and determining instructional methods used in the classroom? (CIRCLE ONE FOR EACH TYPE OF DECISION. IF AN ITEM IS NOT APPLICABLE TO YOUR SCHOOL, CIRCLE "09")

	Establishing the curriculum									Determining instructional methods used in classrooms								
	None				A great deal			N/A		None				A great deal			N/A	
a. Principal or school head.....	01	02	03	04	05	06	09	43-44/		01	02	03	04	05	06	09	59-60/	
b. Superin- tendent....	01	02	03	04	05	06	09	45-46/		01	02	03	04	05	06	09	61-62/	
c. Central office admini- strators..	01	02	03	04	05	06	09	47-48/		01	02	03	04	05	06	09	63-64/	
d. Teachers at this school....	01	02	03	04	05	06	09	49-50/		01	02	03	04	05	06	09	65-66/	
e. Parents...	01	02	03	04	05	06	09	51-52/		01	02	03	04	05	06	09	67-68/	
f. School Board or governing board.....	01	02	03	04	05	06	09	53-54/		01	02	03	04	05	06	09	69-70/	
g. Teachers' associa- tions or unions....	01	02	03	04	05	06	09	55-56/		01	02	03	04	05	06	09	71-72/	
A. How much influence is <u>appro-</u> priate for the school head?.....	01	02	03	04	05	06	09	57-58/		01	02	03	04	05	06	09	73-74/	

79-80/05

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33. How much actual influence do you think each of the following people and organizations has on allocating school funds and hiring new full-time teachers? (CIRCLE ONE FOR EACH TYPE OF DECISION. IF AN ITEM IS NOT APPLICABLE TO YOUR SCHOOL, CIRCLE "09")

Allocating school funds										Hiring new full-time teachers																					
								A great deal		N/A										A great deal		N/A									
None																None															
a.	School head.....	01	02	03	04	05	06	09	8-9/	01	02	03	04	05	06	09	24-25/														
b.	Superintendent...	01	02	03	04	05	06	09	10-11/	01	02	03	04	05	06	09	26-27/														
c.	Central office administrators..	01	02	03	04	05	06	09	12-13/	01	02	03	04	05	06	09	28-29/														
d.	Teachers at this school.....	01	02	03	04	05	06	09	14-15/	01	02	03	04	05	06	09	30-31/														
e.	Parents...	01	02	03	04	05	06	09	16-17/	01	02	03	04	05	06	09	32-33/														
f.	School Board or governing board.....	01	02	03	04	05	06	09	18-19/	01	02	03	04	05	06	09	34-35/														
g.	Teachers' associations or unions.....	01	02	03	04	05	06	09	20-21/	01	02	03	04	05	06	09	36-37/														

- A. How much influence is appropriate for the school head?..... 01 02 03 04 05 06 09 22-23/ 01 02 03 04 05 06 09 38-39/

34. How much actual influence do you think each of the following people and organizations has on dismissing or transferring teachers and setting disciplinary policy? (CIRCLE ONE FOR EACH TYPE OF DECISION. IF AN ITEM IS NOT APPLICABLE TO YOUR SCHOOL, CIRCLE "09")

	Dismissing or transferring teachers									Setting disciplinary policy								
	None				A great deal			N/A		None				A great deal			N/A	
a. Principal or school head.....	01	02	03	04	05	06	09	40-41/		01	02	03	04	05	06	09	56-57/	
b. Superin- tendent...	01	02	03	04	05	06	09	42-43/		01	02	03	04	05	06	09	58-59/	
c. Central office admini- strators..	01	02	03	04	05	06	09	44-45/		01	02	03	04	05	06	09	60-61/	
d. Teachers at this school....	01	02	03	04	05	06	09	46-47/		01	02	03	04	05	06	09	62-63/	
e. Parents...	01	02	03	04	05	06	09	48-49/		01	02	03	04	05	06	09	64-65/	
f. School Board or governing board.....	01	02	03	04	05	06	09	50-51/		01	02	03	04	05	06	09	66-67/	
g. Teachers' associa- tions or unions....	01	02	03	04	05	06	09	52-53/		01	02	03	04	05	06	09	68-69/	
h. How much influence is <u>appropriate</u> for the school head?.....	01	02	03	04	05	06	09	54-55/		01	02	03	04	05	06	09	70-71/	

79-80/06

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35. Using the scale below, indicate the extent to which you agree or disagree with each of the following statements regarding your school. Please consider the term "staff" as referring to the administrative personnel and the teachers combined. (CIRCLE ONE NUMBER FOR EACH ITEM)

	Strongly Disagree			Strongly Agree			
a. Goals and priorities for this school are clear.....	01	02	03	04	05	06	8-9/
b. The staff is continually evaluating its programs and activities.....	01	02	03	04	05	06	10-11/
c. Teachers are continually learning and seeking new ideas.....	01	02	03	04	05	06	12-13/
d. Staff members are recognized for a job well done.....	01	02	03	04	05	06	14-15/
e. Staff members are involved in making decisions that affect them.....	01	02	03	04	05	06	16-17/
f. The administration knows the problems faced by the staff..	01	02	03	04	05	06	18-19/
g. Routine duties and paperwork interfere with the job of teaching.....	01	02	03	04	05	06	20-21/
h. We solve problems; we don't just talk about them.....	01	02	03	04	05	06	22-23/
i. Staff members maintain high standards of performance for themselves.....	01	02	03	04	05	06	24-25/
j. The administration encourages teachers to experiment with their teaching.....	01	02	03	04	05	06	26-27/
k. The morale of staff members is low.....	01	02	03	04	05	06	28-29/
l. Staff members support and encourage each other.....	01	02	03	04	05	06	30-31/
m. There is a great deal of cooperative effort among staff members.....	01	02	03	04	05	06	32-33/
n. The teachers' union (or education association) and the school administration work together to improve the achievement of students in this school.....	01	02	03	04	05	06	N/A 34-35/

35. (Continued)

	Strongly Disagree			Strongly Agree			
o. Necessary materials (e.g. textbooks, supplies, copy machine) are readily available as needed by the staff..	01	02	03	04	05	06	36-37/
p. I usually look forward to each working day at this school...	01	02	03	04	05	06	38-39/
q. Course credits and grades should be based on strict standards of achievement not on effort.....	01	02	03	04	05	06	40-41/
r. Bad attitudes that students develop about school and learning over the years are difficult or impossible to overcome in school.....	01	02	03	04	05	06	42-43/
s. When two teachers with the same credentials apply for permanent transfer to this school, we decide which one to accept on the basis of their competence, not on the basis of their seniority.....	01	02	03	04	05	06	44-45/
t. A strong athletic program is very important for the accomplishment of this school's educational goals...	01	02	03	04	05	06	46-47/
u. Almost all students in this school are capable of mastering their coursework.....	01	02	03	04	05	06	48-49/

36. How would you describe your school's policy regarding the amount of homework that should be assigned? (CIRCLE ALL THAT APPLY)

Up to the individual teacher.....1	50/
Department heads and/or school/district administrators set upper limits.....2	51/
Department heads and/or school/district administrators encourage an increase in amount of homework assigned.....3	52/
Department heads and/or school administrators set minimums for certain subjects.....4	53/

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-15-

DECK 07

37. On a scale of 1 to 6, how would you characterize your school's relationship with each of the following individuals or groups in terms of constraint, predictability, conflict, or cooperation?

- A. How constrained by rules or norms is your school's relationship with the . . . (CIRCLE ONE FOR EACH CATEGORY)

	Very Constrained			Very Unconstrained			N/A	
parents.....	01	02	03	04	05	06	~~##~~	54-55/
superintendent.....	01	02	03	04	05	06	09	56-57/
school board or governing board.....	01	02	03	04	05	06	09	58-59/
central office administrators.....	01	02	03	04	05	06	09	60-61/
teachers' association or union (including but not limited to the contract)	01	02	03	04	05	06	09	62-63/

- B. How predictable is your school's relationship with the . . . (CIRCLE ONE FOR EACH CATEGORY)

	Very Unpredictable			Very Predictable			N/A	
parents.....	01	02	03	04	05	06	~~##~~	64-65/
superintendent.....	01	02	03	04	05	06	09	66-67/
school board or governing board.....	01	02	03	04	05	06	09	68-69/
central office administrators.....	01	02	03	04	05	06	09	70-71/
teachers' association or union (including but not limited to the contract)	01	02	03	04	05	06	09	72-73/
								79-80/07

- C. How conflictual or cooperative is your school's relationship with the . . . (CIRCLE ONE FOR EACH CATEGORY)

BEGIN DECK 08

	Very Conflictual			Very Cooperative			N/A	
parents.....	01	02	03	04	05	06	~~##~~	8-9/
superintendent.....	01	02	03	04	05	06	09	10-11/
school board or governing board.....	01	02	03	04	05	06	09	12-13/
central office administrators.....	01	02	03	04	05	06	09	14-15/
teachers' association or union (including but not limited to the contract)	01	02	03	04	05	06	09	16-17/

IF THERE ARE NO VOCATIONAL TEACHERS AT YOUR SCHOOL, CHECK THE BOX ☐ AND SKIP TO Q.39

18/

38. To what extent are vocational teachers at this school evaluated on each of the following responsibilities?

	<u>Vocational teachers do not have this responsibility</u>	<u>Vocational teachers are encouraged but not evaluated on the basis of this responsibility</u>	<u>Vocational teachers are evaluated partly on the basis of this responsibility</u>	
Are vocational teachers responsible for . . .				
a. Including instruc- tion in math/ reading/writing skills in their teaching?.....	9	1	2	19/
b. placing their graduating seniors in jobs that are <u>related to their</u> <u>training?</u>	9	1	2	20/
c. spending time <u>outside of school</u> <u>hours contacting</u> <u>employers?</u>	9	1	2	21/

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39. Do the following practices exist in your school? (CIRCLE ONE FOR EACH ITEM)

	<u>Yes</u>	<u>No</u>	
a. Newsletter sent to parents at least once a semester.....	1	2	22/
b. Parents notified after 2-3 days of unexcused absence.....	1	2	23/
c. Parents informed halfway through the grading period if grades are low.....	1	2	24/
d. Parents notified when student sent to the office the first time for disruptive behavior.....	1	2	25/
e. Parents speak to classes about their jobs.....	1	2	26/
f. Parent advisors used for curriculum, instruction, or student discipline code development.....	1	2	27/
g. Parent open house held at school.....	1	2	28/
h. Regular parent/teacher conferences held.....	1	2	29/

40. Since the 1980-81 school year, have any of the following changes occurred in your school? (CIRCLE ONE FOR EACH ITEM)

	<u>Yes</u>	<u>No</u>	
a. Increased graduation requirements in English, mathematics, science, social studies, computer science, or foreign language.....	1	2	30/
b. A policy of increased homework.....	1	2	31/
c. Lengthened the school day.....	1	2	32/
d. Lengthened the school year.....	1	2	33/
e. Established career ladders for teachers (e.g. a position of master teacher).....	1	2	34/
f. Established new performance evaluation system for teachers.....	1	2	35/
g. Established financial incentives based on performance.....	1	2	36/
h. Established new consistently enforced codes of student conduct.....	1	2	37/
i. Placed and grouped students by academic needs rather than by age.....	1	2	38/
j. Adopted an 11 month contract for teachers.....	1	2	39/
k. Significant changes in the social background of the student body.....	1	2	40/
l. New desegregation plan implemented.....	1	2	41/
m. Competency testing for graduation implemented.....	1	2	42/
n. Major curriculum change implemented (e.g. starting a specialty program or becoming a magnet school) to attract new student body.....	1	2	43/
o. Other (SPECIFY): _____	1	##	44/

41. Since the 1980-81 school year, has your school had a teachers' strike?

Yes.....1 45/
No.....2

42. Recent research has compared schools whose students score higher than predicted on standardized tests with schools whose students do less well. The studies' findings emphasized the importance of discipline, high expectations, frequent monitoring of student progress, consensus on school goals, increased academic learning time, and other factors as contributing to the academic achievement of students. A number of schools and districts have initiated "effective schools" projects based on this research. Is your school presently involved in a similar, research based, school-wide improvement project to increase the academic achievement of all students? (CIRCLE ONE. DO NOT INCLUDE ANY PROJECT STARTED BEFORE 1979)

Yes...(GO TO Q.43).....1 46/
No....(SKIP TO Q.48).....2

43. In what year did the school-wide project begin? (CIRCLE ONE)

1979-1980 school year.....1 47/
1980-1981 school year.....2
1981-1982 school year.....3
1982-1983 school year.....4
1983-1984 school year.....5

44. Who was primarily responsible for initiating your school improvement project? (CIRCLE ONE ONLY)

Board of Education.....01 48-49/
District office.....02
State Department of Education.....03
Federal agency or program.....04
Parents.....05
Teachers.....06
Community groups.....07
Principal.....08
Other (SPECIFY) _____ 09

45. Does your school have a written school improvement plan? (CIRCLE ONE)

Yes...(ANSWER A).....1 50/

No....(SKIP TO 0.48).....2

IF YES:

A. Has this plan been distributed to any of the following: (CIRCLE ONE FOR EACH CATEGORY)

	<u>Yes</u>	<u>No</u>	
a. Building administrators (e.g., assistant principals, deans).....	1	2	51/
b. Guidance counselors/school psychologists, etc.....	1	2	52/
c. Department heads.....	1	2	53/
d. Teachers.....	1	2	54/
e. Non-teaching staff (e.g., secretaries, aides, custodians, etc.).....	1	2	55/
f. Personnel from district office or larger administration system.....	1	2	56/
g. School board members.....	1	2	57/
h. The press.....	1	2	58/
i. Parents or parent/teacher organizations.....	1	2	59/

46. Using the scale below, how much emphasis does each of the following receive in your written school improvement plan? (CIRCLE ONE FOR EACH CATEGORY)

	No emphasis			Major emphasis			
a. Giving the staff responsibility for analyzing and solving school problems.....	01	02	03	04	05	06	60-61/
b. Providing instructional leadership by the principal or other building administrators.....	01	02	03	04	05	06	62-63/
c. Establishing a stable staff by reducing faculty transfers.....	01	02	03	04	05	06	64-65/
d. Changing curriculum (e.g., increasing academic course requirements).....	01	02	03	04	05	06	66-67/
e. Instituting systematic schoolwide staff development activities linked to staff-identified needs and concerns.....	01	02	03	04	05	06	68-69/
f. Increasing parental support for the schools' instructional program.....	01	02	03	04	05	06	70-71/
g. Publicizing and honoring academic achievement.....	01	02	03	04	05	06	72-73/
h. Taking steps (e.g., teacher training) to increase students' academic learning time..	01	02	03	04	05	06	74-75/
i. Improving district office support of school activities and programs.....	01	02	03	04	05	06	76-77/
							79-80/08
							BEGIN DECK 09
j. Promoting staff collaboration and collegiality.....	01	02	03	04	05	06	8-9/
k. Building a sense of community within the school.....	01	02	03	04	05	06	10-11/
l. Establishing clear, commonly accepted school priorities and goals.....	01	02	03	04	05	06	12-13/
m. Raising staff expectations for students' academic performance and behavior.....	01	02	03	04	05	06	14-15/
n. Improving order and discipline within the school.....	01	02	03	04	05	06	16-17/
o. Monitoring student academic progress more frequently and providing systematic feedback to staff.....	01	02	03	04	05	06	18-19/
p. Establishing minimum competencies.....	01	02	03	04	05	06	20-21/

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47. Do (did) you have a school improvement committee responsible for developing your written plans and monitoring its implementation? (CIRCLE ONE)

Yes...(ANSWER A).....1 22/

No....(SKIP TO Q.48)....2

IF YES:

- A. Which of the following groups are represented on your school improvement committee? Enter the number of committee members from each group in the space provided. (WRITE IN. IF UNSURE, GIVE BEST ESTIMATE. IF NONE ENTER "00")

- | | | |
|---|----------------------|--------|
| a. Building administrators (e.g., assistant principal, deans)..... | <input type="text"/> | 23-24/ |
| b. Guidance counselors/school psychologists, etc..... | <input type="text"/> | 25-26/ |
| c. Department heads..... | <input type="text"/> | 27-28/ |
| d. Teachers..... | <input type="text"/> | 29-30/ |
| e. Non-teaching staff (e.g., secretaries, aides, custodians, etc.)..... | <input type="text"/> | 31-32/ |
| f. Personnel from district office or larger Administration system..... | <input type="text"/> | 32-34/ |
| g. School board members..... | <input type="text"/> | 35-36/ |
| h. Parents..... | <input type="text"/> | 37-38/ |
| i. Students..... | <input type="text"/> | 39-40/ |
| j. Community representatives (from businesses, colleges, and universities, civil rights groups, church groups, etc.)..... | <input type="text"/> | 41-42/ |

48. Is your school presently involved in a special project to improve the career development of all students in your school? (CIRCLE ONE)

Yes.....1 43/

No.....2

49. How many years of teaching experience have you had? (WRITE IN. IF LESS THAN ONE YEAR, ENTER "01". IF NONE, ENTER "00")

YEARS: 44-45/

50. How many years have you been a principal? (WRITE IN. IF LESS THAN ONE YEAR, ENTER "01")

51. Other than as a principal, how many years have you had of administrative experience in schools? (WRITE IN. IF LESS THAN ONE YEAR, ENTER "01". IF NONE, ENTER "00")

YEARS: 48-49/

52. How many years have you been the principal of this school? (WRITE IN. IF LESS THAN ONE YEAR, ENTER "01")

YEARS: 50-51/

53. What is your annual salary from your school before taxes?

\$ 52-56/

IF YOU ARE A PRINCIPAL OF A PUBLIC SCHOOL, CHECK THE BOX ☐, AND SKIP TO Q.55.

57/

54. Does all or part of your salary go directly to your school or to a religious community or order of which you are a member? (CIRCLE ONE)

Yes...(ANSWER A).....1 58/

No....(GO TO Q.55).....2

IF YES:

- A. What is the annual cash payment you receive from your school? (IF NONE, ENTER ZEROES)

\$ 59-63/

79-80/09

BEGIN DECK 10

55. Which of the following job perquisites and fringe benefits do you receive from your school or district in addition to your salary? (CIRCLE ALL THAT APPLY)

Housing or housing expenses....01	8-9/
Meals.....02	10-11/
Tuition for your children.....03	12-13/
College tuition for yourself...04	14-15/
General medical insurance.....05	16-17/
Dental insurance.....06	18-19/
Group life insurance.....07	20-21/
None of the above.....08	22-23/

56. In how many different schools have you worked as a regular member of the school staff? (IF NONE, ENTER "00")

SCHOOLS: 24-25/

57. Where did you last work before you became principal of this school?
(CIRCLE ONE)

At this school.....01 26-27/
 At another public school in this district.....02
 At a public school in another district.....03
 At another private school in this administrative system.....04
 At a private school in another administrative system.....05
 Other (SPECIFY) _____ 06

58. Would you ultimately like to move up to a higher administrative position in the field of education? (CIRCLE ONE)

Yes.....1 28/
 No.....2

59. How important to you was each of the following reasons in deciding to serve as a principal? Please enter "1" for the most important reason, "2" for the next most important reason, and so on through "8" for the least important reason. (FILL IN ONE NUMBER ON EACH LINE. DO NOT DUPLICATE RANKINGS)

_____ a. Assignment made by superiors 29-30/
 _____ b. Economic benefits (salary, health benefits, pensions) 31-32/
 _____ c. Preference for administrative responsibilities 33-34/
 _____ d. Desire for greater control over curriculum 35-36/
 _____ e. Desire for greater control over quality of personnel 37-38/
 _____ f. Desire for greater control over other school policies 39-40/
 _____ g. Desire to further your career 41-42/
 _____ h. Desire to take on the challenges of being a principal 43-44/

60. How much of the time do you feel satisfied with your job? (CIRCLE ONE)

All of the time.....1 45/
 Most of the time.....2
 Some of the time.....3
 Almost never.....4

61. In what year was your high school founded? (CIRCLE ONE)

1975 to present.....01 46-47/
 1970 to 1974.....02
 1965 to 1969.....03
 1960 to 1964.....04
 1955 to 1959.....05
 1954 or earlier.....06

62. A. As of January 1, 1984, how many students were enrolled in your school in each of the following grades?
(ENTER NUMBER. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

9th: 48-51/

10th: 52-55/

11th: 56-59/

12th: 60-63/

- B. How many full-time equivalent classroom teachers are there at this high school? (PLEASE ANSWER IN TERMS OF GRADES 9-12 ONLY)

TEACHERS: 64-67/

- 63 In a typical week how many person days of substitute teaching do you use in this school?

DAYS: 68-70

64. How old are you? (WRITE IN)

AGE: 71-72/

65. What is your sex? (CIRCLE ONE)

Male.....1 73/

Female.....2

66. What is your origin or descent? If more than one, please indicate the one you consider the most important part of your background. (CIRCLE ONE)

NON-HISPANIC.....	1	74/
HISPANIC OR SPANISH		
Mexican, Mexican-American, Chicano.....	2	
Cuban, Cubano.....	3	
Puerto Rican, Puertorriqueno, Boricua.....	4	
Other Latin-American, Latino, Hispanic, or Spanish decent (WRITE IN) _____	5	

67. What is your race? (CIRCLE ONE ONLY)

White.....	1	75/
Black.....	2	
American Indian or Alaskan Native.....	3	
Asian or Pacific Islander.....	4	
Other (SPECIFY) _____	5	

79-80/10

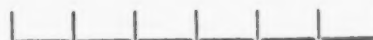
We would appreciate it if you would just take a minute to check and be certain that you have not inadvertently missed a question.

Thank you for assisting us in this important research. Your time and effort are much appreciated.

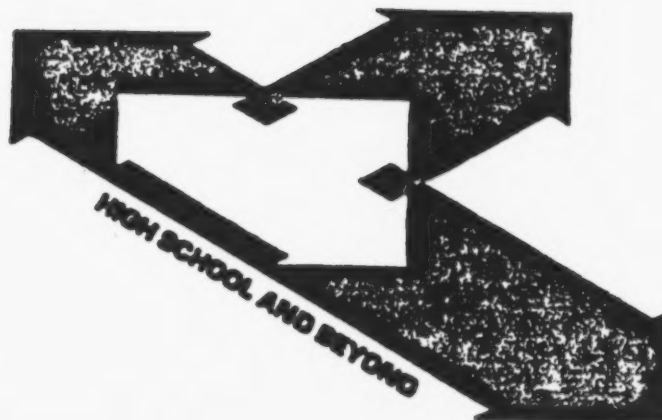
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ADMINISTRATOR AND TEACHER SURVEY

Guidance Questionnaire

We appreciate your participation in the Administrator and Teacher Survey, a nationwide study of approximately 17,000 administrators and teachers. By completing this questionnaire, you will provide valuable information about the effect of the school environment on the educational process.

Information from a longitudinal study of over 58,000 high school (and post high school) students, plus data from the schools they attended, will provide a unique source of information to the entire education community.

You may find that a few questions on this questionnaire do not apply to your position or to the type of school in which you teach. An answer category, N/A (not applicable), has been provided for these questions.

Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified. We hope you will answer every question, but you may skip any question you do not wish to answer.

Thank you for your time and cooperation.

All Identifying Information will be removed from this questionnaire prior to delivery to members of the Consortium. NORC will maintain the confidentiality and anonymity of schools and individual respondents, as it has for approximately 1,000 schools and 58,000 respondents in the High School and Beyond study since 1980, through strict adherence to the principles of the Federal Privacy Act of 1974.

The Consortium for the Study of Effective Schools

The National Center for Research in Vocational Education
The Ohio State University

The Wisconsin Center for Education Research
School of Education
The University of Wisconsin - Madison

The Institute for Research in Educational Finance and Governance
Stanford University

The Center for Educational Policy and Management
The University of Oregon - College of Education

The Center for the Social Organization of Schools
Johns Hopkins University

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Educational Testing Service

GENERAL INSTRUCTIONS

There are several different types of questions in this questionnaire. To record your answers, please follow the instructions as shown in these examples. **Please note:** Numbers followed by a slash e.g., 8/ or 21-23/ are for computer operator use only.

(CIRCLE ONE)

What is your favorite sport? (CIRCLE ONE)

Tennis.....1
Football.....2
Basketball.....3
Baseball.....4
Other (SPECIFY) Handball ⑤

If your favorite sport is handball, you would circle the number to the right of "Other" and write "Handball" on the line as shown.

(CIRCLE ALL THAT APPLY)

Which of the following magazines have you read in the last week? (CIRCLE ALL THAT APPLY)

Newsweek.....①
Time.....②
U.S. News & World Report.....3
None of these.....4

If you read Newsweek and Time magazines in the last week, you would circle the numbers as shown.

(CIRCLE ONE FOR EACH ITEM)

Have you done any of the following during the past school year? (CIRCLE ONE FOR EACH ITEM)

	Yes	No
Attended a school sporting event.....	①	2
Attended a school assembly.....	①	2
Chaperoned a school dance.....	1	②
Chaperoned a class field trip.....	1	②

If you attended a school sporting event and a school assembly, but did not chaperone a school dance or class field trip, you would circle the numbers as shown.

Several questions ask you to enter numbers (or estimates of numbers) in the boxes provided e.g., number of students, number of hours. Others ask for percentages or estimates of percentages. Please round to the nearest whole number and "zero fill" as shown, where appropriate.

(WRITE IN)

What percentage of the students in your school are in the: (WRITE IN PERCENT)

9-10th grades: 043%

11-12th grades: 057%

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If about 40% of the students in your high school are in grades 9 and 10, and 60% are in grades 11 and 12, you would fill in the boxes as shown.

Please enter month and day - 8-9/
Month Day 10-11/

NOTE: A number of questions relate to events in the current school year. Please consider the **whole year** from the beginning of the current school year until now. A few questions refer to "the past three years." If you have not been at this school for the full three years, please answer for the time you have been there.

1. Who do you think makes the most important decisions about the guidance program? (CIRCLE ONE)

School administration.....1 12/
Head of guidance department.....2
Professional guidance staff as a whole.....3
Subgroup of the professional guidance staff.....4
Committees of counselors and others (e.g.,
teachers, administrators, and parents).....5

2. Please rank the extent to which the following goals are currently emphasized by the guidance program in your school. Place a "1" in the blank beside the goal with the most emphasis, a "2" in the blank beside the goal with the second most emphasis, and so on through "4" for the goal with the least emphasis. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS)

a. Help students plan and prepare for their work
roles after high school _____ 13/
b. Help students with personal growth and development _____ 14/
c. Help students plan and prepare for post-
secondary schooling _____ 15/
d. Help students with their academic achieve-
ment in high school _____ 16/

3. Please rank the extent to which (a) the counselors and professional guidance staff (including yourself), (b) school administrators, (c) teachers, and (d) parents would like to have the guidance program emphasize each of the following goals. For each of these types of school staff (column), place a "1" in the blank beside the goal with the strongest emphasis, a "2" beside the goal with the next strongest emphasis, and so on through "4" for the goal with the least emphasis. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS WITHIN EACH COLUMN)

Goals	Guidance staff	Adminis- trators	Teachers	Parents
a. Help students plan and pre- pare for their work roles after high school				
b. Help students with personal growth and development	17/	21/	25/	29/
c. Help students plan and pre- pare for post- secondary schooling	18/	22/	26/	30/
d. Help students improve their achievement in high school courses	19/	23/	27/	31/
	20/	24/	28/	32/

4. In a typical school year, about what percentage of the parents of students in your school meet with counselors to confer about career decisions of their child? (CIRCLE ONE)

0 percent.....01 33-34/
 1-3 percent.....02
 4-6 percent.....03
 7-10 percent.....04
 11-20 percent.....05
 21-30 percent.....06
 31 or more percent.....07

5. For the entire school year, what percentage of time do all of your school's professional guidance staff spend delivering guidance services to 11th and 12th grade students in the areas listed below. (CIRCLE ONE FOR EACH ITEM. IF UNSURE, GIVE BEST ESTIMATE)

	<u>0-14%</u>	<u>15-29%</u>	<u>30-49%</u>	<u>50% or more</u>	<u>Don't know</u>	
a. Choice and scheduling of high school course.....	1	2	3	4	8	35/
b. Postsecondary education admissions and selections.....	1	2	3	4	8	36/
c. Occupational choice and career planning.....	1	2	3	4	8	37/
d. Job placement and employability skill development.....	1	2	3	4	8	38/
e. Students' attendance, discipline and other school and personal problems.....	1	2	3	4	8	39/

6. Over the course of the year, on the average about what percentage of time of the professional guidance/counseling staff is spent in each of the following activities? (WRITE IN PERCENT. IF UNSURE, GIVE BEST ESTIMATE. IF NONE ENTER "000")

a. Hall duty, study hall, homeroom, lunchroom duty, bus duty or disciplining students		40-42/
b. Nonguidance administrative duties		43-45/
c. Teaching classes (nonguidance related)		46-48/
d. Teaching guidance related courses or units		49-51/
e. Planning, administering, and interpreting tests		52-54/
f. Individual counseling (not test related)		55-57/
g. Providing group guidance or counseling (not test related)		58-60/
h. Conferring with teachers about the guidance program		61-63/
i. Conferring with teachers about individual students		64-66/
j. Directing extracurricular activities		67-69/
k. Directing planned career guidance activities		70-72/
l. Developing contacts with business and industry		73-75/
m. Meeting with recruiters from postsecondary institutions		76-78/
		79-80/01
		BEGIN DECK 02
n. Meeting with military recruiters		8-10/
o. Committee work (except committees preparing IEPs)		11-13/
p. Preparing and monitoring IEPs		14-16/

7. How important do your supervisors (e.g., principal, superintendent, and school board) think each of the following criteria are in judging the quality of the guidance program in your school? (CIRCLE ONE FOR EACH ITEM)

	<u>No</u> <u>Importance</u>	<u>Minor</u> <u>Importance</u>	<u>Moderate</u> <u>Importance</u>	<u>Major</u> <u>Importance</u>	
a. Maintenance of school discipline....	1	2	3	4	17/
b. Reduction of dropout rate.....	1	2	3	4	18/
c. Percentage of graduates who go to college.....	1	2	3	4	19/
d. Percentage of noncollege-bound graduates of your high school who find employment soon after completing high school (about six months)...	1	2	3	4	20/
e. Completion of reports on time.....	1	2	3	4	21/
f. Success in helping students improve their academic achievement in high school.....	1	2	3	4	22/
g. Success in helping students resolve personal problems....	1	2	3	4	23/
h. Success in helping students with career planning skills.....	1	2	3	4	24/
i. Success in working with parents.....	1	2	3	4	25/
j. Success in helping teachers understand individual student needs.....	1	2	3	4	26/

8. On the scale provided, please indicate the extent to which you agree with the following statement: The guidance services at this school are unusually successful in meeting student needs. (CIRCLE ONE)

Strongly disagree.....1	27/
Somewhat disagree.....2	
Somewhat agree.....3	
Strongly agree.....4	

9. Does your school have a committee for planning, implementing, evaluating, and reviewing the guidance programs in your school? (CIRCLE ONE)

Yes..(ANSWER A AND B)....1	28/
No...(GO TO Q.10).....2	

IF YES:

- A. Who are the members? (CIRCLE ALL THAT APPLY)

Principal.....01	29-30/
Guidance counselors.....02	31-32/
Career education staff.....03	33-34/
Students.....04	35-36/
Teachers.....05	37-38/
Librarian.....06	39-40/
Local employers.....07	41-42/
Labor leaders.....08	43-44/
Regional or State agency representatives...09	45-46/
Parents.....10	47-48/
Community representatives.....11	49-50/
Other (SPECIFY) _____ 12	51-52/

- B. How many times did this committee meet last school year? (CIRCLE ONE)

Never.....01	53-54/
Once.....02	
Twice.....03	
Three times.....04	
Four or five times.....05	
Six to ten times.....06	
Eleven or more times...07	

10. Does your school have a written plan for the career guidance program?
(CIRCLE ONE)

Yes...(GO TO Q.11).....1 55/

No....(SKIP TO Q.15)....2

11. In which school year(s) was the plan for the guidance program developed or thoroughly revised? (CIRCLE ALL THAT APPLY)

1983-84 school year.....01 56-57/

1982-83 school year.....02 58-59/

1981-82 school year.....03 60-61/

1980-81 school year.....04 62-63/

1979-80 school year.....05 64-65/

1978-79 school year.....06 66-67/

1977-78 school year or before....07 68-69/

12. In your opinion, are the benefits derived from developing and using the plan commensurate with the time and resources required to develop it?
(CIRCLE ONE)

Benefits much greater than time and resources...1 70/

Benefits a little greater.....2

Benefits about equal to time and resources.....3

Benefits a little less.....4

Benefits much less.....5

13. The last time the plan was revised, about how many hours were spent in total by professional staff and nonschool personnel in reviewing, revising, and rewriting it? (CIRCLE ONE. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Less than 20 hours.....01 71-72/

20-59 hours.....02

60-119 hours.....03

120-299.....04

300-999 hours.....05

1,000 or more.....06

Plan has not been revised...99

79-80/02

14. To what extent have you made use of the following resources in developing and revising the written plan? (CIRCLE ONE FOR EACH ITEM)

	<u>Not at all</u>	<u>A little</u>	<u>To a moderate extent</u>	<u>A great deal</u>	
a. School district central office personnel.....	1	2	3	4	8/
b. County/Inter- mediate school district, diocesan personnel.....	1	2	3	4	9/
c. University counselors/ teachers.....	1	2	3	4	10/
d. Guidance staff from other schools..	1	2	3	4	11/
e. Professional association meetings/work- shops/journals.....	1	2	3	4	12/
f. Representatives from educational publishers.....	1	2	3	4	13/
g. Curriculum/media resource centers (local, county, or state).....	1	2	3	4	14/
h. National Informa- tion systems (e.g., ERIC).....	1	2	3	4	15/

15. In a given year, about what percentage of 11th and 12th grade students in your school receives instruction in the following? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000")

Use of noncomputerized career
information resources (i.e.,
bound resources, occupational
briefs and kits, periodicals,
series of books on individual
occupations, list of employers)

_____% 16-18/

Use of computerized career
information systems

_____% 19-21/

Use of educational information
resources (e.g., college catalogs,
financial aid sources)

_____% 22-24/

16. Does your school have terminals, printers or microcomputers in the building that are used in the guidance program? (CIRCLE ALL THAT APPLY)

Terminals.....1	25/
Printers.....2	26/
Microcomputers.....3	27/
None of these...(SKIP TO Q.23)....4	28/

17. How many terminals and microcomputers are available in your high school for use by students? (WRITE IN. IF NONE, ENTER "00")

NUMBER OF TERMINALS: 29-30/

NUMBER OF MICROCOMPUTERS: 31-32/

IF BOTH TERMINALS AND MICROCOMPUTERS EQUAL "00", SKIP TO Q.21

- A. On the average, about how many hours per day are the terminals and/or microcomputers in your high school available for use by students? (WRITE IN. ROUND TO NEAREST HOUR. IF UNSURE, GIVE YOUR BEST ESTIMATE)

HOURS TERMINAL ARE AVAILABLE: 33-34/

HOURS MICROCOMPUTERS ARE AVAILABLE: 35-36/

- B. On the average, about how many hours per day are the terminals and/or microcomputers in your high school actually used by students? (WRITE IN. ROUND TO NEAREST HOUR. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

HOURS TERMINALS ACTUALLY USED: 37-38/

HOURS MICROCOMPUTERS ARE ACTUALLY USED: 39-40/

18. How are students scheduled to use a computer terminal and/or micro-computer? (CIRCLE ALL THAT APPLY)

Student-Initiated request.....1	41/
Assigned by teacher.....2	42/
Assigned by guidance counselor.....3	43/
Other (SPECIFY) _____ 4	44/
Students are not scheduled.....9	45/

19. Who is available to assist students in using the computer? (CIRCLE ALL THAT APPLY)

Guidance Counselor.....1	46/
Secretary.....2	47/
Other (SPECIFY) _____ 3	48/
Students can use it without help.....4	49/

20. Which of the following computerized career information systems are available in your school? (CIRCLE ALL THAT APPLY)

CHOICES.....01	50-51/
COIN (Coordinated Occupational Information Network).....02	52-53/
CVIS (Computerized Vocational Information System).....03	54-55/
DISCOVER.....04	56-57/
GIS (Timeshare Guidance Information System).....05	58-59/
Your state system (including adaptation of other state systems).....06	60-61/
Your school, district, or county system.....07	62-63/
College Explorer.....08	64-65/
Other (SPECIFY) _____ 09	66-67/
No career information system available (SKIP TO Q.22)....10	68-69/

21. When was your first career information system (s) installed? (CIRCLE ONE)

1983-84 school year.....01	70-71/
1982-83 school year.....02	
1981-82 school year.....03	
1980-81 school year.....04	
1979-80 school year.....05	
1978-79 school year or earlier...06	

79-80/03

22. Which of the following computer applications are used for the guidance program in your school? (CIRCLE ALL THAT APPLY)

Improving student test-taking skills (e.g., SAT, College Boards).....01	8-9/
On-line administration of tests and inventories.....02	10-11/
Teaching career decision-making skills.....03	12-13/
Developing student study skills.....04	14-15/
Teaching resume and job application writing skills..05	16-17/
Simulated occupational exploration experience.....06	18-19/
Career Information.....07	20-21/
Scheduling students into classes.....08	22-23/
Other (SPECIFY) _____ 09	24-25/

23. At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)

	Grade 9	Grade 10	Grade 11	Grade 12	
a. School courses in career decision making..	09	10	11	12	26-33/
b. Occupational information units in subject-matter courses.....	09	10	11	12	34-41/
c. Exploratory work experience programs (e.g., co-op, workstudy, EBCE).....	09	10	11	12	42-49/
d. Career days/nights.....	09	10	11	12	50-57/
e. Vocational oriented assemblies and speakers in classes.....	09	10	11	12	58-65/
f. Job site tours or visits (field trips)....	09	10	11	12	66-73/
					79-80/04
					BEGIN DECK 05
g. School arranged tours of postsecondary institutions.....	09	10	11	12	8-15/
h. Job shadowing (extended observations of a worker).....	09	10	11	12	16-23/
i. Simulations (e.g., Singer, SRA job experience kits).....	09	10	11	12	24-31/
j. Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests).....	09	10	11	12	32-39/
k. Individual counseling sessions.....	09	10	11	12	40-47/
l. Group guidance/counseling sessions.....	09	10	11	12	48-55/
m. Training in job seeking skills.....	09	10	11	12	56-63/
n. Use of noncomputerized career information resources.....	09	10	11	12	64-71/
					79-80/05
					BEGIN DECK 06
o. Use of computerized career information resources.....	09	10	11	12	8-15/

24. About what percentage of students in your school participate in each of the following activities at least once during the time period beginning when they start the 11th grade and ending when they leave high school? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000")

	Not Offered		
a. School courses in career decision making.....	9	%	16-18/
✓ b. Occupational information units in subject-matter courses.....	9	%	19-21/
c. Exploratory work experience programs (e.g., co-op, workstudy, EBCE).....	9	%	22-24/
d. Career days/nights.....	9	%	25-27/
e. Vocational oriented assemblies and speakers in classes.....	9	%	28-30/
f. Job site tours or visits (field trips)....	9	%	31-33/
g. Tours of postsecondary institutions.....	9	%	34-36/
h. Job shadowing (extended observations of a worker).....	9	%	37-39/
i. Simulations (e.g., Singer, SRA job experience kits).....	9	%	40-42/
j. Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests).....	9	%	43-45/
k. Individual counseling sessions.....	9	%	46-48/
l. Group guidance/counseling sessions.....	9	%	49-51/
m. Training in job seeking skills.....	9	%	52-54/
n. Use of noncomputerized career information resources.....	9	%	55-57/
o. Use of computerized career information resources.....	9	%	58-60/
p. Use college catalogs.....	9	%	61-63/

25. For those students who do participate at least once, about how often does a student typically participate in each of the following activities during the time period beginning when he/she starts the 11th grade and ending when he/she leaves high school? (DO NOT INCLUDE THOSE WHO NEVER PARTICIPATED AT ALL. CIRCLE ONE FOR EACH ITEM)

		Not offered or no partici- pants						
			Once	2 to 3 times	4 to 6 times	7 to 10 times	11 or more times	
a. Career days/ nights.....	9		1	2	3	4	5	64/
b. Vocational oriented assemblies and speakers in classes.....	9		1	2	3	4	5	65/
c. Job site tours or visits field trips).....	9		1	2	3	4	5	66/
d. Tours of post- secondary institutions...	9		1	2	3	4	5	67/
e. Simulations (e.g. Singer, SRA job experience kits).....	9		1	2	3	4	5	68/
f. Testing and having tests interpreted for career planning purposes (e.g., interest inven- tories, voca- tional apti- tude tests)....	9		1	2	3	4	5	69/
g. Individual counseling sessions.....	9		1	2	3	4	5	9/
h. Group guidance/ counseling sessions.....	9		1	2	3	4	5	10/
i. Use of non- computerized career in- formation resources.....	9		1	2	3	4	5	11/
j. Use of com- puterized career in- formation resources.....	9		1	2	73	4	5	12/

79-80/06

BEGIN DECK 07

26. For those students who do participate, about how much time does a student typically spend in each of the following activities during the time period when he/she starts the 11th grade and ending when he/she leaves high school? (DO NOT INCLUDE THOSE WHO NEVER PARTICIPATE AT ALL. CIRCLE ONE FOR EACH ITEM.)

	Not offered or no parti- cipants	One day to one week	More than one week but less than one semester	One semester	More than one semester	
a. School courses in career decision making.....	9	1	2	3	4	13/
b. Occupational information units in sub- ject-matter courses.....	9	1	2	3	4	14/
c. Exploratory work experience programs (e.g., co-op, work study, EBCE).....	9	1	2	3	4	15/
d. Job shadowing (extended observa- tion of a worker)....	9	1	2	3	4	16/
e. Training in job seeking skills.....	9	1	2	3	4	17/

27. During which time periods is it possible for a student to take time out to participate in a guidance activity? (CIRCLE ALL THAT APPLY)

Homeroom.....	01	18-19/
Study hall or other free period.....	02	20-21/
Lunch period.....	03	22-23/
After school.....	04	24-25/
Subject-matter class (e.g., math, English).....	05	26-27/
Other (SPECIFY) _____	06	28-29/

28. If a student wants to see a counselor, about how long does he/she typically have to wait? (CIRCLE ONE)

No wait--walks right in.....	01	30-31/
A few minutes.....	02	
A few hours.....	03	
A day or two.....	04	
About a week.....	05	
Longer than a week.....	06	

29. Which of the following sources of information about local job opportunities does your school have? (CIRCLE ALL THAT APPLY)

Job bank listings or reports from state employment service or department of labor, showing jobs available for local area (city or state).....01	32-33/
Postings of local newspaper employment advertisements 02	34-35/
Job openings called in by local employers 03	36-37/
List of contacts at local public or private employment agencies and training programs who can help students get jobs or job training.....04	38-39/
List of representatives of local unions.....05	40-41/
Information from local government (city, county, state) civil service and employment service offices.....06	42-43/
Information about local jobs from follow-up of former students who work in area.....07	44-45/
Other (SPECIFY) _____ 08	46-47/
No local job information is available.....09	48-49/

30. Other than English, in which of the following languages does your school provide occupational information? (CIRCLE ALL THAT APPLY)

Spanish.....1	50/
Other (SPECIFY) _____ 2	51/
None of the above.....3	52/

31. Do students in your school take the Armed Forces Vocational Aptitude Battery (ASVAB)? (CIRCLE ONE)

Yes...(GO TO Q.32).....1	53/
No....(SKIP TO Q.35)....2	

32. Please indicate the most important use of the ASVAB results in your school? (CIRCLE ONE)

Career counseling and guidance.....01	54-55/
Academic counseling and guidance.....02	
Military career counseling.....03	
Estimating student achievement.....04	
Curriculum development and evaluation.....05	
Other (SPECIFY) _____ 06	

33. How is it decided who will take the ASVAB? (CIRCLE ALL THAT APPLY)

Mandatory at stipulated grade level.....1	56/
Students sign up without a referral.....2	57/
Counselor referral.....3	58/
Teacher referral.....4	59/
Other (SPECIFY) _____ 5	60/

34. At your school how are students informed about their ASVAB scores? (CIRCLE ALL THAT APPLY)

Scores released directly to students without test interpretation by a staff member.....01	61-62/
Counselors discuss scores with groups of students.....02	63-64/
Other school personnel discuss scores with groups of students.....03	65-66/
Counselors discuss student scores in individual sessions.....04	67-68/
Other school personnel discuss scores in individual sessions.....05	69-70/
Military personnel discuss scores with students (in groups or individually).....06	71-72/

35. On the average, about how many inservice programs are attended each year by the typical counselor on your guidance staff? (CIRCLE ONE)

None.....01	73-74/
One inservice program.....02	
Two inservice programs.....03	
Three inservice programs.....04	79-80/07
Four inservice programs.....05	
Five inservice programs.....06	
Six or more inservice programs...07	

BEGIN DECK 08

36. How many times in the past school year has the typical member of your staff: (WRITE IN. IF UNSURE, GIVE BEST ESTIMATE. IF NONE, ENTER "00")

attended meetings of professional organization		8-9/
met with employers		10-11/
met with community groups (such as The Rotary, Chamber of Commerce, etc.)		12-13/
attended conferences on		

37. Assume that one of the senior boys in your school came to one of the guidance staff for career guidance. He is trying to decide whether to get a job after high school graduation or to accept admission and financial aid at the state university in another city. His grades and SAT's are in the 25th percentile overall. His parents are both blue collar workers and want him to get a job as soon as possible. The boy is ambitious. Which of the following actions is the counselor most likely to take? (CIRCLE ONE)

Encourage him to get a full-time job after high school.....1 16/
 Encourage him to go to the state university full-time.....2
 Encourage him to go to a local junior college
 part-time and work part-time.....3
 Counselor neither encourages nor discourages any option.....4

38. Using the scale provided below to what extent do you disagree or agree with each of the following statements? Assume each statement applies to your high school. (CIRCLE ONE FOR EACH ITEM)

	Strongly disagree						Strongly agree	
a. Goals and priorities of the guidance program are clear.....	01	02	03	04	05	06		17-18/
b. This school rewards counselors for performing their jobs well.....	01	02	03	04	05	06		19-20/
c. Routine duties and paperwork interfere with the job of counseling.....	01	02	03	04	05	06		21-22/
d. Most of my guidance colleagues share my beliefs and values about the central mission of the school.....	01	02	03	04	05	06		23-24/
e. The school administration has communicated a confusing philosophy of what the guidance program in this school should be.....	01	02	03	04	05	06		25-26/
f. Guidance staff members are recognized for a job well done.....	01	02	03	04	05	06		27-28/
g. There is a great deal of cooperative effort among staff members.....	01	02	03	04	05	06		29-30/
h. The community is very supportive of the guidance program in this school....	01	02	03	04	05	06		31-32/
i. Parents of students in this school are very supportive of the guidance program in this school.....	01	02	03	04	05	06		33-34/
j. Financial support for the guidance program in this school is adequate when compared to support of other departments in this school.....	01	02	03	04	05	06		35-36/

39. How many months per year are counselors in this school under contract?
(CIRCLE ONE)

8 months or less.....01	37-38/
8-1/2 months.....02	
9 months.....03	
9-1/2 months.....04	
10 months.....05	
10-1/2 months.....06	
11 months or more.....07	

40. About how many hours per week does the typical counselor on your staff work outside of school hours on: (WRITE IN HOURS. IF UNSURE, GIVE YOUR BEST ESTIMATE)

guidance activities		39-40/
other school activities (e.g., monitoring athletic events, making up class schedules)		41-42/

BACKGROUND INFORMATION

41. What is your sex? (CIRCLE ONE)

Male.....1	43/
Female.....2	

42. What is your origin or descent? If more than one, please indicate the one you consider the most important part of your background. (CIRCLE ONE)

NON-HISPANIC.....1	44/
HISPANIC OR SPANISH	
Mexican, Mexican-American, Chicano.....2	
Cuban, Cubano.....3	
Puerto Rican, Puertorriqueno, Boricua.....4	
Other Latin-American, Latino, Hispanic, or Spanish decent (WRITE IN) _____5	

43. What is your race? (CIRCLE ONE ONLY)

White.....	1	45/
Black.....	2	
American Indian or Alaskan Native.....	3	
Asian or Pacific Islander.....	4	
Other (SPECIFY) _____	5	

44. Including this year, how many years of experience have you had as a counselor? (WRITE IN YEARS. ROUND UP TO NEAREST YEAR)

YEARS: 46-47/

45. How many years, including this year, have you been a counselor in this high school? (WRITE IN YEARS. ROUND UP TO NEAREST YEAR)

YEARS: 48-49/

46. What is the highest degree you hold? (CIRCLE ONE)

High school.....(SKIP TO Q.48).....	01	50-51/
Bachelor of Arts/Bachelor of Science.....	02	
Masters degree.....	03	
Educational Specialist.....	04	
Doctorate (EdD, PhD, etc.).....	05	
Other (SPECIFY) _____	06	

47. Do you have a degree in guidance and counseling? (CIRCLE ONE)

Yes.....	1	52/
No.....	2	

48. Which of the following job titles most closely describe(s) your current position(s)? (CIRCLE ALL THAT APPLY)

Director of Guidance.....	01	53-54/
Director of Student Services.....	02	55-56/
Chairperson of the Department of Guidance..	03	57-58/
Lead Counselor.....	04	59-60/
Counselor.....	05	61-62/
Assistant Principal.....	06	63-64/
Principal.....	07	65-66/
Teacher.....	08	67-68/
Other (SPECIFY) _____	09	69-70/
		79-80/08

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-21-

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49. How many years have you held this position? (CIRCLE ONE. ROUND UP TO NEAREST WHOLE YEAR)

One year.....1 8/
Two years.....2
Three to four years.....3
Five years or more.....4

50. About what percentage of your time do you devote to planning and administering the guidance program in your school? (WRITE IN PERCENT. IF NONE, ENTER "000")

111% 9-11/

51. How many professional staff in your school work full-time, half-time, and less than half-time in the guidance program? (INCLUDE YOURSELF. WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Number of full-time professional guidance staff 12-13/
Number of half-time professional guidance staff 14-15/
Number of professional guidance staff working less than half-time 16-17/

SUPPLEMENTAL SECTION

52. What percentage of students in your school were recognized, at some time during the 1982-83 school year, for their academic achievement (excluding athletics and performing arts) in each of the following ways? (CIRCLE ONE FOR EACH ITEM)

	PERCENT										
	0	1-2	3-5	6-10	11-15	16-25	26-50	51-75	76-100		
a. Assemblies.....	00	01	02	03	04	05	06	07	08	18-19/	
b. PA announce- ments.....	00	01	02	03	04	05	06	07	08	20-21/	
c. Articles in the school paper.....	00	01	02	03	04	05	06	07	08	22-23/	
d. Displays of student work (except in classroom).....	00	01	02	03	04	05	06	07	08	24-25/	
e. Announcements in community newspapers or media.....	00	01	02	03	04	05	06	07	08	26-27/	
f. Posting of student names...	00	01	02	03	04	05	06	07	08	28-29/	
g. Posting of stu- dent pictures...	00	01	02	03	04	05	06	07	08	30-31/	
h. Other (SPECIFY)											

53. About how many high school bulletin boards are devoted to displaying student work? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

BULLETIN BOARDS: 34-35/

54. What kind of recognition is given to students on the honor roll?
(CIRCLE ONE FOR EACH ITEM)

	Not done	Once per grading period	Once per year	
a. List published in student newspaper.....	9	1	2	36/
b. List published in community newspaper.....	9	1	2	37/
c. List posted in school.....	9	1	2	38/
d. Names read aloud at assembly during school hours.....	9	1	2	39/
e. Mailed a certificate or letter of congratulations.....	9	1	2	40/
f. Names read aloud at evening assembly attended by parents, etc.....	9	1	2	41/
g. Student appears on stage to receive an award at assembly during school hours.....	9	1	2	42/
h. Student appears on stage to receive an award at an evening assembly attended by parents, etc.....	9	1	2	43/
i. Other (SPECIFY) _____	9	1	2	44/

55. Approximately what percentage of the juniors and seniors in this high school have paid or unpaid nonclassroom job/responsibilities (e.g., monitors, prefects, crossing guards, lunchroom workers, team managers, etc.) that aid the functioning of the school? (CIRCLE ONE. IF UNSURE, GIVE BEST ESTIMATE)

0 Percent.....	01	45-46/
1-2 percent.....	02	
3-4 percent.....	03	
5-9 percent.....	04	
10-19 percent.....	05	
20-29 percent.....	06	
30 percent or more.....	07	

56. About what percentage of residents within a 20 minute walk from your school are . . . (ENTER PERCENT. IF UNSURE, GIVE BEST ESTIMATE)

Black, not of Hispanic origin % 47-49/

Hispanic % 50-52/

Other (White, Asian or
Pacific Islander,
Native American) % 53-55/

TOTAL 100 %

57. About how many stores and service establishments are within a 5 minute walk of your high school? (CIRCLE ONE. IF UNSURE, GIVE BEST ESTIMATE)

None.....01 56-57/

1-9 stores/establishments.....02

10-19 stores/establishments....03

20-39 stores/establishments....04

40-59 stores/establishments....05

60-99 stores/establishments....06

100 or more.....07

58. About how many stores and service establishments are within a 20 minute (one mile) walk of your high school? (CIRCLE ONE. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Under 10 stores/establishments.....01 58-59/

10-19 stores/establishments.....02

20-39 stores/establishments.....03

40-59 stores/establishments.....04

60-99 stores/establishments.....05

100-199 stores/establishments.....06

200 or more stores/establishments..07

59. Has your city or town experienced a riot or riots at any time since 1964? (CIRCLE ONE)

Yes, but not much damage/looting...(GO TO Q.60)....01 60-61/

Yes, moderate damage/looting.....(GO TO Q.60)....02

Yes, serious damage/looting.....(GO TO Q.60)....03

Yes, some neighborhoods devastated.(GO TO Q.60)....04

No.....(SKIP TO BOX p. 24)....05

Don't know.....(SKIP TO BOX p. 24)....06

60. Does your schools' attendance area contain the area that was affected by the riot(s)? (CIRCLE ONE)

87
Yes.....1 62/

No.....2

61. How many miles away from the high school is the area that was affected?
(CIRCLE ONE)

- Less than one mile.....01 63-64/
1 mile.....02
2 miles.....03
3-4 miles.....04
5-6 miles.....05
7-9 miles.....06
10 or more miles.....07

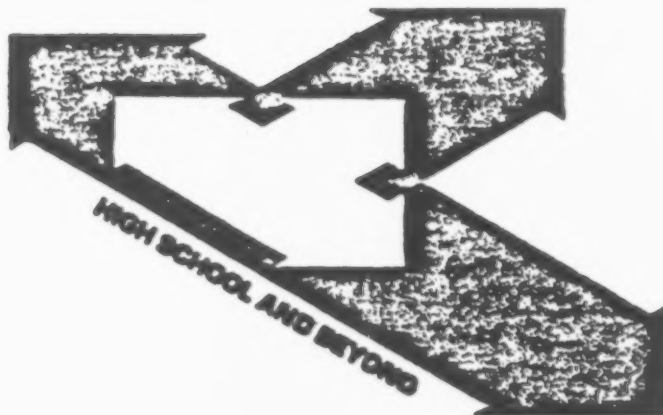
62. About what percentage of students at this school take a standardized achievement or aptitude test at each grade level? (CIRCLE ONE FOR EACH GRADE)

	N/A	None	1-30%	31-60%	61-90%	91-100%	
9th grade	9	1	2	3	4	5	65/
10th grade	9	1	2	3	4	5	66/
11th grade	9	1	2	3	4	5	67/
12th grade	9	1	2	3	4	5	68/

79-80/09

We would appreciate it if you would take just a minute to check and be certain that you have not inadvertently missed a question.

Thank you for assisting us in this important research. Your time and effort are much appreciated.

1-6/
7/R

ADMINISTRATOR AND TEACHER SURVEY

Vocational Education Questionnaire

We appreciate your participation in the Administrator and Teacher Survey, a nationwide study of approximately 17,000 administrators and teachers. By completing this questionnaire, you will provide valuable information about the effect of the environment on the educational process. Information from a longitudinal study of over 58,000 high school (and post high school) students, plus data from the schools they attended, will provide a unique source of information to the educational community.

You may find that a few questions on this questionnaire do not apply to your subject or to the type of school in which you teach. An answer category, N/A (not applicable), has been provided for these questions.

This survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified. We hope you will answer every question, but you may skip any question you do not wish to answer.

Thank you for your time and cooperation.

VOCATIONAL EDUCATION RESPONDENTS. The questions in this survey refer to vocational education programs offered to students in:

TO PROTECT YOUR
IDENTITY, PLEASE
REMOVE THIS LABEL.

These programs may be offered at this school or at another location. Each reference to "this school" in the questionnaire means the above named high school. Each reference to "another location" means joint vocational schools, career centers, vocational/technical colleges, other high schools, etc.

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All identifying information will be removed from this questionnaire prior to delivery to members of the Consortium. NORC will maintain the confidentiality and anonymity of schools and individual respondents, as it has for approximately 1,000 schools and 58,000 respondents in the High School and Beyond study since 1980, through strict adherence to the principles of the Federal Privacy Act of 1974.

The Consortium for the Study of Effective Schools

The National Center for Research in Vocational Education
The Ohio State University

The Wisconsin Center for Education Research
School of Education
The University of Wisconsin - Madison

The Institute for Research in Educational Finance and Governance
Stanford University

The Center for Educational Policy and Management
The University of Oregon - College of Education

The Center for the Social Organization of Schools
Johns Hopkins University

GENERAL INSTRUCTIONS

There are several different types of questions in this questionnaire. To record your answers, please follow the instructions as shown in these examples. Please note: Numbers followed by a slash e.g., 8/ or 21-23/ are for computer operator use only.

(CIRCLE ONE)

What is your favorite sport? (CIRCLE ONE)

Tennis.....1
Football.....2
Basketball.....3
Baseball.....4
Other (SPECIFY) Handball ⑤

If your favorite sport is handball, you would circle the number to the right of "Other" and write "Handball" on the line as shown.

(CIRCLE ALL THAT APPLY)

Which of the following magazines have you read in the last week? (CIRCLE ALL THAT APPLY)

Newsweek.....①
Time.....②
U.S. News & World Report.....3
None of these.....4

If you read Newsweek and Time magazines in the last week, you would circle the numbers as shown.

(CIRCLE ONE FOR EACH ITEM)

Have you done any of the following during the past school year? (CIRCLE ONE FOR EACH ITEM)

	Yes	No
Attended a school sporting event.....	①	2
Attended a school assembly.....	①	2
Chaperoned a school dance.....	1	②
Chaperoned a class field trip.....	1	②

If you attended a school sporting event and a school assembly, but did not chaperone a school dance or class field trip, you would circle the numbers as shown.

Several questions ask you to enter numbers (or estimates of numbers) in the boxes provided e.g., number of students, number of hours. Others ask for percentages or estimates of percentages. Please round to the nearest whole number and "zero fill" as shown, where appropriate.

(WRITE IN)

What percentage of the students in your school are in the: (WRITE IN PERCENT)

9-10th grades: 043%

11-12th grades: 057%

If 40% of the students in your high school are in grades 9 and 10, and 60% are in grades 11 and 12, you would fill in the boxes as shown.

Please enter month and date - 8-9/
 Month Day 10-11/

NOTE: A number of questions relate to events in the current school year. Please consider the whole year from the beginning of the current school year until now. A few questions refer to "the past three years." If you have not been at this school for the full three years, please answer for the time you have been there.

1. Are vocational courses taught at this school? (CIRCLE ONE)

Yes...(ANSWER A).....1 12/

No....(GO TO Q.2).....2

IF YES:

- A. How many courses are taught at this high school in each of the following vocational service areas? (WRITE IN. IF NONE, ENTER "000")

Agriculture		13-15/	Consumer and homemaking		25-27/
Business and office		16-18/	Health occupations		28-30/
Distributive education/marketing		19-21/	Trade and Industry or technical		31-33/
Occupational home economics		22-24/			

2. Can students in this school take vocational courses at another location (such as a joint vocational school, career center, vocational/technical college, other high schools)? (CIRCLE ONE)

Yes...(ANSWER A).....1 34/

No....(SKIP TO Q.3).....2

IF YES:

- A. How many courses in each of the following vocational service areas can students take at another location? (WRITE IN. IF NONE, ENTER "000")

Agriculture		35-37/	Consumer and homemaking		47-49/
Business and office		38-40/	Health occupations		50-52/
Distributive education/marketing		41-43/	Trade and Industry or technical		53-55/
Occupational home economics		44-46/			

3. What percentage of vocational coursework is taken at another location?
(CIRCLE ONE FOR EACH ITEM)

		PERCENT					
		0	1-25	26-50	51-75	76-99	100
Agriculture.....01		02	03	04	05	06	57-58/
Business and office.....01		02	03	04	05	06	59-60/
Distributive education/ marketing.....01		02	03	04	05	06	61-62/
Occupational home economics.....01		02	03	04	05	06	63-64/
Consumer and homemaking.....01		02	03	04	05	06	65-66/
Health occupations.....01		02	03	04	05	06	67-68/
Trade and industry or technical.....01		02	03	04	05	06	69-70/
							79-80/01

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4. Using the scale provided, how well informed do you consider yourself to be about the vocational programs taught in this high school? (CIRCLE ONE FOR EACH ITEM)

	No such program at this school		Not well Informed						Well Informed	
a. Agriculture...	99		01	02	03	04	05	06		8-9/
b. Business and office.....	99		01	02	03	04	05	06		10-11/
c. Distributive education/ marketing.....	99		01	02	03	04	05	06		12-13/
d. Occupational home economics.....	99		01	02	03	04	05	06		14-15/
e. Consumer and homemaking....	99		01	02	03	04	05	06		16-17/
f. Health.....	99		01	02	03	04	05	06		18-19/
g. Trade and Industry and technical.....	99		01	02	03	04	05	06		20-21/

- A. How well informed are you about the vocational programs taught at other locations to students in this high school? (CIRCLE ONE FOR EACH ITEM)

	Not avail- able to students at this school		Not well Informed						Well Informed	
a. Agriculture...	99		01	02	03	04	05	06		22-23/
b. Business and office.....	99		01	02	03	04	05	06		24-25/
c. Distributive education/ marketing.....	99		01	02	03	04	05	06		26-27/
d. Occupational home economics.....	99		01	02	03	04	05	06		28-29/
e. Consumer and homemaking....	99		01	02	03	04	05	06		30-31/
f. Health.....	99		01	02	03	04	05	06		32-33/
g. Trade and Industry and technical.....	99		01	02	03	04	05	06		34-35/

5. Please rank the following goals according to the overall emphasis given to them in the vocational education curriculum available to students at this high school or at another location. Rank the most important goal as "1," the next most important as "2," and so on through "7" for the least important. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS)

___ To place students in jobs related to their training as they leave school	36-37/
___ To provide students with competencies needed to obtain jobs	38-39/
___ To place students in jobs (regardless of training relatedness) as they leave school	40-41/
___ To create an awareness of the various jobs for which students might prepare	42-43/
___ To provide an opportunity for students to explore various occupational areas	44-45/
___ To develop a strong work ethic in students (e.g., sense of industriousness and responsibility)	46-47/
___ To enhance basic skills (e.g., math, reading)	48-49/

6. How many vocational teachers are there in this school? (INCLUDE ONLY TEACHERS WHO TEACH HALF TIME OR MORE IN VOCATIONAL SUBJECTS)

NUMBER OF VOCATIONAL TEACHERS: 50-51/

- A. Since the beginning of the current school year, how many vocational teachers have participated in inservice training specifically related to integrating basic skills instruction with vocational education? (WRITE IN NUMBER. GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

NUMBER OF VOCATIONAL TEACHERS: 52-53/

7. Since the beginning of the current school year, on the average how many hours did each vocational teacher participate in inservice training specifically related to integrating basic skills instruction with vocational education? (WRITE IN HOURS. GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

TOTAL NUMBER OF HOURS: 54-55/

8. How many hours per week does a student have to be enrolled in vocational classes to be considered in the vocational track or major? (WRITE IN)

HOURS PER WEEK: 56-57/

9. Is Instruction in word processing offered to students in this high school? (CIRCLE ALL THAT APPLY)

Yes, at this school.....(ANSWER A AND B)....1 58/
 Yes, at another location..(ANSWER A AND B)....2 59/
 No.....(GO TO Q.10).....3 60/

IF YES:

- A. How many total hours of practice on the word processor does the typical student spend to complete the word processing program? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

HOURS: 61-63/

- B. Do more students wish to enroll in word processing classes than there are openings? (CIRCLE ONE)

Yes.....1 64/
 No.....2

10. Is Instruction in auto mechanics offered to students in this high school? (CIRCLE ALL THAT APPLY)

Yes, at this school.....(ANSWER A)....1 65/
 Yes, at another location..(ANSWER A)....2 66/
 No.....(GO TO Q.11)....3 67/

IF YES:

- A. Is training on electronic auto diagnostic machinery provided to students in this high school? (CIRCLE ALL THAT APPLY)

Yes, at this school.....1 68/
 Yes, at another location.....2 69/
 No.....3 70/

79-80/02

11. Do the students of this high school have access to computer training programs? (CIRCLE ALL THAT APPLY)

Yes, at this school.....(ANSWER A THRU C)...	1	8/
Yes, at another location...(ANSWER A THRU C)...	2	9/
No.....(GO TO Q.12).....	3	10/

IF YES:

A. What computer training is available? (CIRCLE ALL THAT APPLY)

Microcomputer operation.....	1	11/
Mainframe computer operation.....	2	12/
Computer programming.....	3	13/
Computer assisted design.....	4	14/
Computer controlled machines (e.g., lathes, mills).....	5	15/

B. During what school year was computer equipment first available for computer courses? (CIRCLE ONE)

Before 1979-80 school year.....	01	16-17/
1979-80 school year.....	02	
1980-81 school year.....	03	
1981-82 school year.....	04	
1982-83 school year.....	05	
1983-84 school year.....	06	

C. In which department is computer programming and/or operations taught? (CIRCLE ALL THAT APPLY)

Vocational education.....	1	18/
Mathematics.....	2	19/
Separate department of computer instruction.....	3	20/
Science.....	4	21/
Other (SPECIFY) _____	5	22/

12. Does the school have cooperative education coordinators? (CIRCLE ONE)

Yes...(ANSWER A).....1 23/

No....(GO TO Q.13).....2

IF YES:

A. Over the course of a school year, what percentage of a co-op coordinator's time is spent on the following activities? (WRITE IN PERCENT. GIVE YOUR BEST ESTIMATE. TOTAL SHOULD EQUAL 100%)

Classroom teaching		%	24-26/
Conferring with students		%	27-29/
Conferring with employers		%	30-32/
Observations at work sites		%	33-35/
Other (SPECIFY) _____		%	36-38/
TOTAL			100%

13. Other than co-op coordinators, are vocational teachers given released time from school to visit local employers? (CIRCLE ONE)

Yes...(ANSWER A AND B)...1 39/

No...(GO TO Q.14).....2

IF YES:

A. Other than co-op coordinators, how many vocational teachers are given released time? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

TEACHERS:

40-41/

B. On the average, about how many hours of released time is each vocational teacher (other than co-op coordinators) given per year? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

HOURS PER YEAR:

42-43/

14. Are there any vocational programs available to students from this high school for which there are more applicants than openings?
(CIRCLE ONE)

Yes...(ANSWER A).....1 44/
No....(GO TO Q.15).....2

IF YES:

- A. How are the students who enter these high-demand programs selected? (CIRCLE ALL THAT APPLY)

Lottery or random selection.....01 45-46/
First come, first serve.....02 47-48/
Review of attendance records.....03 49-50/
Evaluation of interest and/or motivation
made by guidance counselor.....04 51-52/
Aptitude test scores.....05 53-54/
Vocational Interest Inventory.....06 55-56/
Grades.....07 57-58/
Evaluation of application form.....08 59-60/
Teacher reference.....09 61-62/
Other (SPECIFY) _____ 10 63-64/

15. How would you rate the average academic ability of students when they enter this school? (CIRCLE ONE)

Much above the national average.....1 65/
Somewhat above the national average.....2
At the national average.....3
Somewhat below the national average.....4
Much below the national average.....5

- A. At the time they begin their vocational program, how would you rate the average ability of vocational students for their vocational courses? (CIRCLE ONE)

Much above the national average.....1 66/
Somewhat above the national average.....2
At the national average.....3
Somewhat below the national average.....4
Much below the national average.....5

16. For each vocational service area, please indicate whether or not standardized tests of competency are used. If so, indicate (1) if teachers are required to use the tests, and (2) if the tests are used to determine whether students have achieved a specified list of competencies. (CIRCLE ALL THAT APPLY FOR EACH CATEGORY)

FOR EACH YES IN PART A, ANSWER B AND C:

			A. Is a standardized test of competency used in this subject area?		B. Are teachers required to use the test?		C. Is this test used to certify achievement of competencies?		
			Yes	No	Yes	No	Yes	No	
a. Agriculture.....	9	No such Program	1	2	1	2	1	2	8-11/
b. Business and office.....	9		1	2	1	2	1	2	12-15/
c. Distributive education/marketing.....	9		1	2	1	2	1	2	16-19/
d. Occupational home economics..	9		1	2	1	2	1	2	20-23/
e. Consumer and homemaking.....	9		1	2	1	2	1	2	24-27/
f. Health.....	9		1	2	1	2	1	2	28-31/
g. Trade and industry and technical.....	9		1	2	1	2	1	2	32-35/

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17. Do the employers who supervise the work experience of cooperative education students influence the grades these students receive? (CIRCLE ONE)

Yes.....(ANSWER A AND B)...1 36/
 No.....(GO TO Q.18).....2
 No cooperative education program...(GO TO Q.18).....9

IF YES:

- A. How do the employers influence grades? (CIRCLE ONE)

Employers recommend grades to cooperative education coordinators (coordinators make the final decision).....1 37/
 Employers assign a grade for work experience separate from the class grade.....2
 Employers and coordinators discuss and mutually agree on grades students receive.....3
 Other (SPECIFY) _____ 4

- B. What percentage of a student's final grade is typically influenced by an employer? (WRITE IN PERCENT)

_____% 38-40/

18. In the last three years, has there been an evaluation of all vocational programs in this school system or is one planned within the next year? (CIRCLE ALL THAT APPLY)

Yes, one has been conducted.....1 41/
 Yes, one is planned within the next year....2 42/
 No.....3 43/

19. Over the course of the school year, about what percentage of the typical vocational teacher's time is spent on the following activities? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Finding summer (or vacation) jobs for students	%	44-46/
Finding part-time <u>noncoop</u> jobs for students during the school year	%	47-49/
Finding part-time coop jobs for students during the school year	%	50-52/
Finding jobs for students about to graduate	%	53-55/

20. Is there a school sponsored job placement service available to students in this high school? (CIRCLE ONE)

Yes, service is available to all students...(ANSWER A).....1 56/
 Yes, service is available only to vocational students.....(ANSWER A).....2
 No.....(GO TO Q.21).....3

IF YES:

- A. Are the staff who provide the job placement service located in this high school? (CIRCLE ONE)

Yes...(ANSWER B).....1 57/
 No....(GO TO Q.21).....2

IF YES TO A:

- B. About how many total hours per week do nonteaching staff (e.g., secretaries, volunteers) spend on the following activities? (WRITE IN HOURS. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Keeping job and placement information current		58-59/
Finding summer jobs for students		60-61/
Finding part time <u>noncoop</u> jobs for students during the school year		62-63/
Finding part time coop jobs for students during the school year		64-65/
Finding jobs for students about to graduate		66-67/

79-80/04

21. Rank the degree of responsibility each of the following has to find training related jobs for a vocational student. This question refers to the first job a youth has after leaving high school. Place a "1" beside the option with the greatest amount of responsibility, a "2" beside the option with the second greatest amount of responsibility, and so on through "7" for the least amount of responsibility. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS)

_____ a. School placement service	8-9/
_____ b. Public employment service	10-11/
_____ c. Vocational teacher in the appropriate specialty area	12-13/
_____ d. Other teachers	14-15/
_____ e. Guidance staff	16-17/
_____ f. Vocational education director	18-19/
_____ g. Student	20-21/

22. Can students at this high school take courses for credit that apply to an apprenticeship training program, such as those sponsored by local trade unions or the Bureau of Apprenticeship and Training? (CIRCLE ONE)

Yes...(ANSWER A AND B)..1 22/

No....(GO TO Q.23).....2

IF YES:

- A. How many students participate in credit-accruing apprenticeship courses? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

STUDENTS: 23-25/

- B. How many high school credits can be applied to an apprenticeship program? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

CREDITS: 26-27/

23. How many "business and industry days" and "career days" are held for students of this high school? (CIRCLE ONE)

- None.....01 28-29/
 Less than one per year.....02
 One per year.....03
 Two per year.....04
 Three per year.....05
 Four or more per year.....06

24. A. Which of the following best describes the advisory group arrangement for each vocational program area? (CIRCLE ONE FOR EACH PROGRAM AREA)

	No such program	No advisory group	One general advisory group for this school only	One general advisory group for the entire district system	Program specific advisory group for this school only	Program specific advisory group for the entire district system	
a. Agriculture.....	99	01	02	03	04	05	30-31/
b. Business and office.....	99	01	02	03	04	05	32-33/
c. Distributive education/ marketing.....	99	01	02	03	04	05	34-35/
d. Occupational home economics..	99	01	02	03	04	05	36-37/
e. Health occupations.....	99	01	02	03	04	05	38-39/
f. Trade and industry or technical.....	99	01	02	03	04	05	40-41/

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25. Using the scale below, to what extent do vocational programs, offered to students in this school, make use of each of the following in determining the goals and operation of the vocational program? (CIRCLE ONE FOR EACH ITEM)

	None						A great deal
a. State plan.....	01	02	03	04	05	06	42-43/
b. State employer plan.....	01	02	03	04	05	06	44-45/
c. State occupational Information coordinating committee..	01	02	03	04	05	06	46-47/
d. State employment services....	01	02	03	04	05	06	48-49/
e. Survey of student Interest...	01	02	03	04	05	06	50-51/
f. Local plan.....	01	02	03	04	05	06	52-53/
g. Advisory group.....	01	02	03	04	05	06	54-55/
h. Surveys of local employers...	01	02	03	04	05	06	56-57/

26. What is the dollar value of the equipment and supplies donated by the business community to your vocational programs over the last three years? (CIRCLE ONE. IF UNSURE, GIVE YOUR BEST ESTIMATE)

None.....	01	58-59/
1-2000.....	02	
2001-5000.....	03	
5001-10000.....	04	
10001-20000.....	05	
20000 +.....	06	

27. A. Which competency-based strategies are used by each vocational program area? (CIRCLE ALL THAT APPLY FOR EACH LINE)

	Agri- culture	Business and office	Distributive education/ marketing	Occupational home economics	Health Occupations	Trade and Industry or technical
1. No competency based strategies.....	01	02	03	04	05	06
						60-71/ 79-80/05 BEGIN DECK 06
2. Progress charts.....	01	02	03	04	05	06
						8-19/
3. Mastery charts.....	01	02	03	04	05	06
						20-31/
4. Computer feedback.....	01	02	03	04	05	06
						32-43/
5. Standardized written tests.....	01	02	03	04	05	06
						44-55/
6. Standardized skills performance tests.....	01	02	03	04	05	06
						56-67/ 79-80/06 BEGIN DECK 07
7. Informal teacher judgments.....	01	02	03	04	05	06
						8-19/
8. Teacher constructed written tests.....	01	02	03	04	05	06
						20-31/
9. Teacher constructed skills tests.....	01	02	03	04	05	06
						32-43/
10. Judgment or rating by employer.....	01	02	03	04	05	06
						44-55/
11. Other (SPECIFY) _____	01	02	03	04	05	06
						56-67/ 79-80/07

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B. What instructional-materials resources were used to develop your school's competency-based system? (CIRCLE ALL THAT APPLY)

Not applicable - no competency based system.....01	8-9/
State instructional materials laboratory.....02	10-11/
Curriculum coordination center for your region.....03	12-13/
Educational publishers (V-TECS, AAVIM, CIMC, NCRVE, etc.).....04	14-15/
Commercial publishers.....05	16-17/
Local teacher-made materials.....06	18-19/
Other (SPECIFY) _____ 07	20-21/

28. Are certificates of completion given to vocational program completers? (CIRCLE ONE)

Yes...(ANSWER A AND B)...	1	22/
No...(GO TO Q.29).....	2	

IF YES:

A. Are the competencies, mastered in the program, listed on the certificate? (CIRCLE ONE)

Yes.....	1	23/
No.....	2	

B. Are levels of mastery or competence indicated on the certificate (e.g., types 60 wpm)? (CIRCLE ONE)

Yes.....	1	24/
No.....	2	

29. Does your state require high school graduates in the following vocational areas to take competency tests to demonstrate proficiency in their specialty areas? (CIRCLE ONE FOR EACH ITEM)

	<u>Yes</u>	<u>No</u>	
Cosmetology.....	1	2	25/
Health occupations.....	1	2	26/
Aviation.....	1	2	27/
Plumbing.....	1	2	28/
Other (SPECIFY) _____			
_____	1	2	29/

30. Using the scale provided, to what extent do representatives of business, industry, and labor influence each of the following vocational education activities? (CIRCLE ONE FOR EACH ITEM)

	No Influence						Major Influence
a. Determining curriculum content and standards..	01	02	03	04	05	06	30-31/
b. Assessing relevance of curriculum.....	01	02	03	04	05	06	32-33/
c. Determining adequacy of equipment.....	01	02	03	04	05	06	34-35/
d. Recommending programs to be offered.....	01	02	03	04	05	06	36-37/
e. Evaluating effectiveness of vocational education personnel.....	01	02	03	04	05	06	38-39/
f. Determining teaching/training standards.....	01	02	03	04	05	06	40-41/
g. Interviewing prospective vocational educational personnel and making recommendations regarding employment.....	01	02	03	04	05	06	42-43/
h. Identifying long-range goals for the vocational education program.....	01	02	03	04	05	06	44-45/
i. Identifying goals/objectives for use in evaluating the school's vocational education program.....	01	02	03	04	05	06	46-47/
j. Placing students in jobs.....	01	02	03	04	05	06	48-49/
k. Conducting interviews of employers to determine their satisfaction with employees who were former vocational education students.....	01	02	03	04	05	06	50-51/
l. Conducting interviews with former vocational education students to deter- mine their satisfaction with training.....	01	02	03	04	05	06	52-53/
m. Promoting labor market information.....	01	02	03	04	05	06	54-55/
n. Identifying job tasks/skills performed.....	01	02	03	04	05	06	56-57/
o. Providing career guidance.....	01	02	03	04	05	06	58-59/
p. Providing equipment and supplies.....	01	02	03	04	05	06	60-61/
q. Developing learning/training sites (e.g., coop) in the community.....	01	02	03	04	05	06	62-63/
r. Develop programs to teach job search skills...	01	02	03	04	05	06	64-65/
s. Other (SPECIFY) _____	01	02	03	04	05	06	66-67/

31. To what extent are vocational teachers evaluated for each of the following activities? (CIRCLE ONE FOR EACH ITEM)

	Required-- is part of staff evaluation	Encouraged but not part of staff evaluation	Neither encouraged nor dis- couraged	
a. Instruction in math, reading, and writing skills in this program.....	1	2	3	68/
b. Placing graduating seniors in jobs that are <u>related to</u> <u>their training</u>	1	2	3	69/
c. Placing graduating seniors in jobs irrespective of training relatedness.....	1	2	3	70/
d. Sponsoring a club in their specialty area.....	1	2	3	71/
e. Spending time <u>after</u> hours contacting employers.....	1	2	3	72/

32. What percentage of vocational instructors who teach students from this school do not hold a college degree? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000")

_____|_____|_____|% 73-75/

79-80/08

BEGIN DECK 09

BACKGROUND INFORMATION

33. What is the location of your primary work assignment? (CIRCLE ONE)

This high school.....1 8/
The school district central office.....2
Other (SPECIFY) _____3

34. On average, about how much time per week do you spend in this high school? (CIRCLE ONE)

None or almost none....01 9-10/
1-2 hours.....02
3-5 hours.....03
6-10 hours.....04
11-20 hours.....05
21-30 hours.....06
31-40 hours.....07
41 or more hours.....08

35. Please check the option(s) below which describe your official work role(s). (CIRCLE ALL THAT APPLY).

- | | |
|--|--------|
| Director or coordinator of vocational education
in this high school.....01 | 11-12/ |
| Chairperson, department of vocational education.....02 | 13-14/ |
| Administrator (e.g., assistant principal) in this
school but <u>not</u> principal.....03 | 15-16/ |
| Principal of this school.....04 | 17-18/ |
| Vocational teacher.....05 | 19-20/ |
| Director or coordinator of vocational education in
the entire school district, including oversight
of at least two high schools.....06 | 21-22/ |
| Chairperson of the department of one of the
vocational service areas.....07 | 23-24/ |
| Guidance counselor.....08 | 25-26/ |
| Other (SPECIFY) _____09 | 27-28/ |

A. In which vocational service area are you a vocational teacher?
(CIRCLE ALL THAT APPLY)

- | | |
|---------------------------------------|--------|
| Not a vocational teacher.....09 | 29-30/ |
| Agriculture.....01 | 31-32/ |
| Business and office.....02 | 33-34/ |
| Distributive education/marketing...03 | 35-36/ |
| Occupational home economics.....04 | 37-38/ |
| Consumer and homemaking.....05 | 39-40/ |
| Health occupation.....06 | 41-42/ |
| Trade and Industry or technical....07 | 43-44/ |

B. How many comprehensive high schools do you supervise? (WRITE IN.
IF NONE, ENTER "00")

COMPREHENSIVE HIGH SCHOOLS: 45-46/

C. How many vocational high schools do you supervise? (WRITE IN. IF
NONE, ENTER "00")

VOCATIONAL HIGH SCHOOLS: 47-48/

35. (Continued)

D. For which service area are you the chairperson of the department?
(CIRCLE ONE)

None.....	09	49-50/
Agriculture.....	01	
Business and office.....	02	
Distributive education/marketing...	03	
Occupational home economics.....	04	
Consumer and homemaking.....	05	
Health occupation.....	06	
Trade and industry or technical....	07	

36. What is your sex? (CIRCLE ONE)

Male.....	1	51/
Female.....	2	

37. What is your origin or descent? If more than one, please indicate the one you consider the most important part of your background. (CIRCLE ONE)

NON-HISPANIC.....	1	52/
HISPANIC OR SPANISH		
Mexican, Mexican-American, Chicano.....	2	
Cuban, Cubano.....	3	
Puerto Rican, Puertorriqueno, Boricua.....	4	
Other Latin-American, Latino, Hispanic, or Spanish decent (WRITE IN) _____	5	

38. What is your race? (CIRCLE ONE ONLY)

White.....	1	53/
Black.....	2	
American Indian or Alaskan Native.....	3	
Asian or Pacific Islander.....	4	
Other (SPECIFY) _____	5	

39. Do you have access to the reports filed with your state department on the follow-up of vocational completers from this high school? (CIRCLE ONE)

Yes....(ANSWER A).....1 54/
No.....2

IF YES:

- A. For the following categories, please calculate and enter the percentages from your school records for vocational completers for the 1981-82 school year. (WRITE IN PERCENT).

NOTE: Percentages in each column should add up to 100.

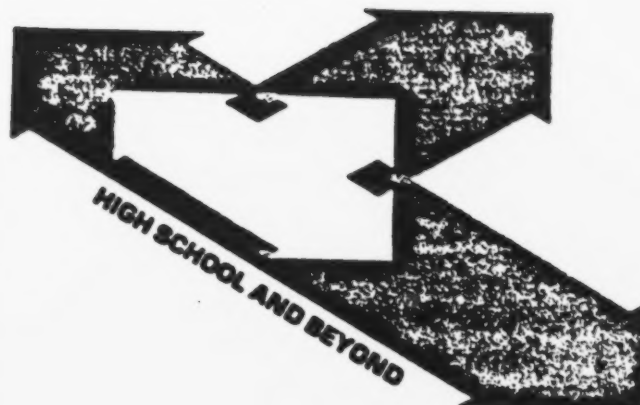
	<u>Business & Office</u>	<u>Trade & Industry</u>	
Program not available			55-60/
Employment-related to training			61-66/
Employment <u>not</u> related to training			67-72/
			79-80/09
			BEGIN DECK 10
In military			8-13/
In post-secondary education			14-19/
Unemployed			20-25/
Not in labor force			26-31/
No information			32-37/
	100%	100%	

79-80/10

We would appreciate it if you would take a minute to make certain that you have not inadvertently missed a question.

Thank you for your assistance. Your time and effort are greatly appreciated.

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9



ADMINISTRATOR AND TEACHER SURVEY

Teacher Questionnaire

We appreciate your participation in the Administrator and Teacher Survey, a nationwide study of approximately 17,000 administrators and teachers. By completing this questionnaire, you will provide valuable information about the effect of the school environment on the educational process.

Information from a longitudinal study of over 58,000 high school (and post high school) students, plus data from the schools they attended, will provide a unique source of information to the entire education community.

You may find that a few questions on this questionnaire do not apply to your position or to the type of school in which you teach. An answer category, NA (Not Applicable), has been provided for these questions.

Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified. We hope you will answer every question, but you may skip any question you do not wish to answer.

Thank you for your time and cooperation.

All identifying information will be removed from this questionnaire prior to delivery to members of the Consortium. NORC will maintain the confidentiality and anonymity of schools and individual respondents, as it has for approximately 1,000 schools and 58,000 respondents in the High School and Beyond study since 1980, through strict adherence to the principles of the Federal Privacy Act of 1974.

The Consortium for the Study of Effective Schools

The National Center for Research in Vocational Education
The Ohio State University

The Wisconsin Center for Education Research
School of Education
The University of Wisconsin - Madison

The Institute for Research in Educational Finance and Governance
Stanford University

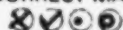
The Center for Educational Policy and Management
The University of Oregon - College of Education

The Center for the Social Organization of Schools
Johns Hopkins University

MARKING DIRECTIONS

- Use only a No. 2 black lead pencil.
- Read each question carefully. Make a **HEAVY BLACK MARK** that **FILLS THE CIRCLE** next to your answer.
- Please do not make stray marks of any kind.

INCORRECT MARKS



CORRECT MARK



- If the question is to be answered with numbers, you should:

- 1) Write the numbers in the boxes, making sure that the **LAST** number is always placed in the **RIGHT-hand** box.
- 2) Round all fractions to the nearest whole number unless otherwise instructed.
- 3) Fill in the unused boxes with zeros.
- 4) Mark the **MATCHING CIRCLE** BELOW EACH BOX.

EXAMPLE: Approximately what percentage of the students in your school are in the 11th grade?



GENERAL INSTRUCTIONS

There are several different types of questions in this questionnaire. To record your answers, please follow the instructions as shown in these examples.

(MARK ONE)

What is your favorite sport? (MARK ONE)

- ① Tennis
- ② Football
- ③ Basketball
- ④ Baseball
- Other (Specify →)

If your favorite sport is handball, you would mark the circle to the left of "Other" and write "Handball" in the box as shown.

Handball

(MARK ALL THAT APPLY)

Which of the following magazines have you read in the last week? (MARK ALL THAT APPLY)

- Newsweek
- Time
- ③ U.S. News & World Report
- ④ None of these

If you read Newsweek and Time magazines in the last week, you would mark the circles as shown.

(MARK ONE FOR EACH ITEM)

Have you done any of the following during the past school year? (MARK ONE FOR EACH ITEM)

- | | Yes | No |
|--|-----|----|
| Attended a school sporting event | ● | ② |
| Attended a school assembly | ● | ② |
| Chaperoned a school dance | ① | ● |
| Chaperoned a class field trip | ① | ● |

If you attended a school sporting event and a school assembly, but did not chaperone a school dance or class field trip, you would mark the circles as shown.

Please enter today's date:

MONTH: ② February ③ March ④ April ⑤ May ⑥ June

DAY: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ⑳ ㉑ ㉒ ㉓ ㉔ ㉕ ㉖ ㉗ ㉘ ㉙ ㉚ ㉛ ㉜ ㉝ ㉞ ㉟ ㊱ ㊲ ㊳ ㊴ ㊵ ㊶ ㊷ ㊸ ㊹ ㊺ ㊻ ㊼ ㊽ ㊾ ㊿

NOTE: A number of questions relate to events in the current school year. Please consider the whole year from the beginning of the current school year until now.

1. How much influence do teachers have over school policy in each of the areas below? (MARK ONE FOR EACH ITEM)

- | | None | A Great Deal |
|--|-------------|--------------|
| a. Determining student behavior codes | ① ② ③ ④ ⑤ ⑥ | |
| b. Determining the content of inservice programs | ① ② ③ ④ ⑤ ⑥ | |
| c. Setting policy on grouping students in classes by ability | ① ② ③ ④ ⑤ ⑥ | |
| d. Establishing the school curriculum | ① ② ③ ④ ⑤ ⑥ | |

2. Using the scale provided, how much control do you feel you have in your classroom over each of the following areas of your planning and teaching? (MARK ONE FOR EACH ITEM)

- | | None | Complete Control | |
|--|-------------|------------------|------|
| a. Selecting textbooks and other instructional materials | ① ② ③ ④ ⑤ ⑥ | | |
| b. Selecting content, topics, and skills to be taught | ① ② ③ ④ ⑤ ⑥ | | |
| c. Selecting teaching techniques | ① ② ③ ④ ⑤ ⑥ | | |
| d. Disciplining students | ① ② ③ ④ ⑤ ⑥ | | |
| e. Determining the amount of homework to be assigned | ① ② ③ ④ ⑤ ⑥ | | NA ⑦ |

3. To what extent has each of the following helped you improve your teaching or solve an instructional or class management problem? (MARK ONE FOR EACH CATEGORY)

- | | Not Applicable | Hindrance | No Help | Extremely Helpful |
|--------------------------------------|----------------|-----------|-------------|-------------------|
| a. Principal or school head | | ⑦ | ① ② ③ ④ ⑤ ⑥ | |
| b. Department Chair | ⑧ | ⑦ | ① ② ③ ④ ⑤ ⑥ | |
| c. Other school level administrators | ⑧ | ⑦ | ① ② ③ ④ ⑤ ⑥ | |
| d. Other teachers | | ⑦ | ① ② ③ ④ ⑤ ⑥ | |

4. Since the beginning of the current school year, how many half-days have you spent in inservice programs that were held for . . .

A. . . the whole staff together? (MARK ONE)

- None ○ 3 half-days
○ 1 half-day ○ 4 half-days
○ 2 half-days ○ 5 or more half-days

B. . . a smaller group (e.g., as a department, staff in a special program or a group of volunteers)? (MARK ONE)

- None ○ 3 half-days
○ 1 half-day ○ 4 half-days
○ 2 half-days ○ 5 or more half-days

5. Since the beginning of the current school year, how many students' parents (or guardians) have you talked with individually regarding their child's classroom performance? (MARK ONE)

- ① None
② 1-4 students' parents
③ 5-9 students' parents
④ 10-19 students' parents
⑤ 20-29 students' parents
⑥ 30-39 students' parents
⑦ 40-59 students' parents
⑧ 60 or more students' parents

6. On an average day, how often are the classes you teach interrupted (e.g., by announcements, messengers from the office, students coming in tardy, noise in hallway, etc.)? (MARK ONE)

- Never ○ 4-6 times
○ Less than once a day ○ 7-14 times
○ 1-3 times ○ 15 or more times

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7. If you had to choose from among the eight goals for students listed below, how would you rank them according to their importance in your teaching? Enter a "1" for the most important goal, a "2" for the next most important goal, and so on, through "8" for the least important goal. (FIRST, RANK EACH GOAL. THEN MARK THE MATCHING CIRCLE NEXT TO EACH RANKING. DO NOT DUPLICATE RANKINGS)

RANK 1 2 3 4 5 6 7 8

- a. Basic literacy skills (reading, math, writing, speaking) 1 2 3 4 5 6 7 8
- b. Academic excellence, or mastery of the subject matter of the course 1 2 3 4 5 6 7 8
- c. Citizenship (understanding institutions and public values) 1 2 3 4 5 6 7 8
- d. Specific occupational skills 1 2 3 4 5 6 7 8
- e. Good work habits and self-discipline 1 2 3 4 5 6 7 8
- f. Personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge) 1 2 3 4 5 6 7 8
- g. Human relations skills (cultural understanding, getting along with others) 1 2 3 4 5 6 7 8
- h. Moral or religious values 1 2 3 4 5 6 7 8

8. For the following school years, what proportion of the students you taught were members of the junior and senior classes? (MARK ONE FOR EACH SCHOOL YEAR)

	0-10%	11-40%	41-100%	Not Applicable
1980-81	1 2 3 4			
1981-82	1 2 3 4			
1982-83	1 2 3 4			
1983-84	1 2 3 4			

9. How would you rate the average academic ability of students when they enter this school? (MARK ONE)

- 1 Much above the national norm
2 Somewhat above the national norm
3 At the national norm
4 Somewhat below the national norm
5 Much below the national norm

10. Compare the academic ability of the students you have taught since the beginning of the current school year to the average for the school. What percentage of your students have been above the school average? (MARK ONE)

- 1 0-9 percent 4 50-69 percent
2 10-29 percent 5 70-89 percent
3 30-49 percent 6 90-100 percent

11. What is the average size of the classes you have taught since the beginning of the current school year? (MARK ONE)

- 1 Less than 10 students
2 11-15 students
3 16-20 students
4 21-25 students
5 26-30 students
6 31-35 students
7 More than 35 students

12. Since the beginning of the current school year, how often have you participated in predominantly faculty social activities (such as potlucks, musical activities, parties, athletic teams, special group efforts to help a colleague)? Exclude contacts that are part of your duties as a coach, leader of a school club, or similar activity. (MARK ONE)

- 1 Never
2 1-2 times
3 3-5 times
4 6-9 times
5 10-20 times
6 More than 20 times

13. Since the beginning of the current school year, how much time per month (on the average) have you spent meeting with other teachers on lesson planning, curriculum development, guidance and counseling, evaluation of programs, or other collaborative work related to instruction? (MARK ONE)

- 1 Less than 15 minutes
2 15-29 minutes
3 30-59 minutes
4 1 hour or more, less than 5
5 5 hours or more, less than 10
6 10 hours or more

14. Except for monitoring student teachers or substitute teachers, how often have you visited another teacher's classroom to observe and discuss their teaching since the beginning of the current school year? (MARK ONE)

- 1 Never
2 Once
3 Twice
4 3-4 times
5 5-9 times
6 10 or more times

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5. Since the beginning of the current school year, how many times has the department head or any other supervisor observed your teaching? (MARK ONE)

- ☐ Never
☐ Once
☐ Twice
☐ 3-4 times
☐ 5-9 times
☐ 10 or more times

6. How many days of teaching have you missed since the beginning of the current school year for any reason? (MARK ONE)

- ☐ No days absent
☐ 1-2 days absent
☐ 3-4 days absent
☐ 5-7 days absent
☐ 8-11 days absent
☐ 12-15 days absent
☐ 16-20 days absent
☐ 21-29 days absent
☐ 30 or more days absent

NOTE: BE SURE TO ANSWER QUESTIONS 17 and 18.

17. To what extent do you feel successful in providing the kind of education you would like to provide for most of your students? (MARK ONE)

- ☐ 1 Not successful
☐ 2 Slightly successful
☐ 3 Moderately successful
☐ 4 Very successful

18. How would you describe the contact between the different student ethnic groups in this school? (MARK ONE ONLY)

- ☐ 1 Does not apply — only one major ethnic group present
☐ 2 Tense relations
☐ 3 Formal relations are good, but no informal relations
☐ 4 A few intergroup friendships
☐ 5 Many intergroup friendships
☐ 6 Many friendships, but also some tension

9. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements. (MARK ONE FOR EACH)

- | | Strongly
Disagree | Strongly
Agree |
|--|----------------------|-------------------|
| a. The learning environment in this school is not conducive to school achievement for most students | 1 2 3 4 5 6 | |
| b. Staff members in this school generally don't have much school spirit | 1 2 3 4 5 6 | |
| c. I make a conscious effort to coordinate the content of my courses with other teachers | 1 2 3 4 5 6 | |
| d. You can count on most staff members to help out anywhere, anytime — even though it may not be part of their official assignment | 1 2 3 4 5 6 | |
| e. Most of my colleagues share my beliefs and values about what the central mission of the school should be | 1 2 3 4 5 6 | |
| f. My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability | 1 2 3 4 5 6 | |
| g. The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) and/or drug or alcohol use in this school interferes with my teaching | 1 2 3 4 5 6 | |
| h. I try to avoid getting involved in students' personal concerns | 1 2 3 4 5 6 | |
| i. The principal does a poor job of getting resources for this school | 1 2 3 4 5 6 | |
| j. The principal deals effectively with pressures from outside the school that might interfere with my teaching | 1 2 3 4 5 6 | |
| k. The principal sets priorities, makes plans, and sees that they are carried out | 1 2 3 4 5 6 | |
| l. Many of the students I teach are not capable of learning the material I am supposed to teach them | 1 2 3 4 5 6 | |
| m. Goals and priorities for the school are clear | 1 2 3 4 5 6 | |
| n. The staff seldom evaluates its programs and activities | 1 2 3 4 5 6 | |
| o. Staff members are recognized for a job well done | 1 2 3 4 5 6 | |
| p. The amount of student tardiness and class cutting in this school interferes with my teaching | 1 2 3 4 5 6 | |
| q. Staff are involved in making decisions that affect them | 1 2 3 4 5 6 | |
| r. The principal knows what kind of school he/she wants and has communicated it to the staff | 1 2 3 4 5 6 | |
| s. This school's administration knows the problems faced by the staff | 1 2 3 4 5 6 | |
| t. In this school I am encouraged to experiment with my teaching | 1 2 3 4 5 6 | |
| u. Routine duties and paperwork interfere with my job of teaching | 1 2 3 4 5 6 | |
| v. I feel accepted and respected as a colleague by most staff members | 1 2 3 4 5 6 | |
| w. The school administration's behavior toward the staff is supportive and encouraging | 1 2 3 4 5 6 | |
| x. Teachers in this school are continually learning and seeking new ideas | 1 2 3 4 5 6 | |
| y. The principal seldom consults with staff members before he/she makes decisions that affect us | 1 2 3 4 5 6 | |
| z. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff | 1 2 3 4 5 6 | |

	Strongly Disagree	1	2	3	4	5	6	Strongly Agree
aa. Teachers are expected to help maintain discipline in the entire school, not just their classroom		1	2	3	4	5	6	
bb. In this school the teachers and the administration are in close agreement on school discipline policy		1	2	3	4	5	6	
cc. The attitudes and habits my students bring to my class greatly reduce their chances for academic success		1	2	3	4	5	6	
dd. There is a great deal of cooperative effort among staff members		1	2	3	4	5	6	
ee. Staff members maintain high standards of performance for themselves		1	2	3	4	5	6	
ff. I usually look forward to each working day at this school		1	2	3	4	5	6	
gg. This school seems like a big family; everyone is so close and cordial		1	2	3	4	5	6	
hh. The principal lets staff members know what is expected of them		1	2	3	4	5	6	
ii. I sometimes feel it is a waste of time to try to do my best as a teacher		1	2	3	4	5	6	
jj. The principal is interested in innovation and new ideas		1	2	3	4	5	6	
kk. I am familiar with the content and specific goals of the courses taught by other teachers in my department		1	2	3	4	5	6	NA
ll. The teachers' union (or education association) and the school administration work together to improve the achievement of students in this school		1	2	3	4	5	6	NA
mm. Most of the inservice programs I attended this school year dealt with issues specific to the needs and concerns of this school's students or staff		1	2	3	4	5	6	NA

20. On average, how many hours per week are you assigned to teach? (Exclude study hall, homeroom, preparation periods, etc.) (MARK ONE)

- | | |
|--|--|
| ☐ 1 Less than 15 hours | ☐ 8 24-25 hours |
| ☐ 2 15-17 hours | ☐ 9 26-30 hours |
| ☐ 3 18-20 hours | ☐ 7 More than 30 hours |
| ☐ 4 21-23 hours | |

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21. In addition to the hours you are assigned to teach, about how many hours outside of class do you spend each week in each of the following activities? (IF UNSURE, GIVE YOUR BEST ESTIMATE. ROUND TO THE NEAREST WHOLE HOUR. IF NONE, MARK "0." IF BETWEEN ZERO AND ONE, MARK ".1.")

	HOURS																						
	0	.1	.2	.3	.4	.5	.6	.7	.8	.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1 or more	
a. Hall duty, study hall, homeroom, lunchroom, supervising students on detention or similar duty																							
b. Completing forms and administrative paperwork																							
c. Preparing lessons/lectures, composing tests, grading papers																							
d. Background reading in your subject area																							
e. Contacting employers on students' behalf and visiting students at worksites																							
f. Conducting makeup work for students																							
g. Counseling students																							
h. Coaching (averaged over the school year)																							
i. Directing non-athletic extracurricular activities																							
j. Non-school sponsored activities with students (e.g., church, political, service projects, sports)																							
k. Tutoring students																							

22. On the average, about what percentage of your classes' time is spent in each of the following activities? (WRITE IN PERCENT AND THEN MARK THE CORRESPONDING CIRCLE TO THE RIGHT. IF NONE, MARK "0." TOTAL SHOULD EQUAL 100 PERCENT.)

	PERCENTAGE OF CLASS TIME												
	0-2	3-5	6-8	9-11	12-14	15-17	18-20	21-30	31 or more				
a. Daily routines (such as set up, clean up, passing out materials, taking attendance, breaks)													
b. Getting students to behave													
c. Instruction or student practice of skills													

23. During the time devoted to instruction and practicing skills, at any given time, what percentage of the students is whispering, fooling around, appears to be daydreaming, or is not working on the assigned task? (IF UNSURE, GIVE YOUR BEST ESTIMATE)

PERCENTAGE

- ☐ 0-2%
☐ 3-5%
☐ 6-8%
☐ 9-11%
☐ 12-14%
☐ 15-17%
☐ 18-20%
☐ 21-30%
☐ 31% or more

24. How many minutes of homework do/did you assign your students for a typical class period currently and during the 1980/81 school year? (MARK ONE)

If you were not teaching in 1980/81, mark here ☐ and only mark responses in the "currently" column.

	Currently	In 1980/81
None	☐ 1	☐ 1
Up to 15 minutes	☐ 2	☐ 2
16 to 30 minutes	☐ 3	☐ 3
31 to 45 minutes	☐ 4	☐ 4
46 to 60 minutes	☐ 5	☐ 5
More than 60 minutes	☐ 6	☐ 6

25. For what percentage of the homework assignments do you . . .

A. . . . record whether or not it was done? (MARK ONE)

- ☐ Not applicable
☐ 0-9 percent
☐ 10-29 percent
☐ 30-49 percent
☐ 50-69 percent
☐ 70-89 percent
☐ 90-100 percent

B. . . . return graded or corrected homework to the students? (MARK ONE)

- ☐ Not applicable
☐ 0-9 percent
☐ 10-29 percent
☐ 30-49 percent
☐ 50-69 percent
☐ 70-89 percent
☐ 90-100 percent

26. The following questions deal with major exams and quizzes.

A. For each report card evaluation or grading period, how often do you usually administer a . . . (MARK NUMBER OF EXAMS OR QUIZZES)

Major Exam	Quiz
☐ 0	☐ 0
☐ 1	☐ 1
☐ 2	☐ 2
☐ 3	☐ 3
☐ 4-5	☐ 4-6
☐ 6-8	☐ 7-10
☐ 9-12	☐ 11-15
☐ 13 or more	☐ 16-20
	☐ 21-30
	☐ 31 or more

B. How many days does it usually take to grade and return a . . . (MARK NUMBER OF DAYS. IF NO MAJOR EXAM/QUIZ GIVEN, MARK "NA.")

Major Exam	Quiz
☐ 0	☐ 0
☐ 1	☐ 1
☐ 2	☐ 2
☐ 3	☐ 3
☐ 4	☐ 4
☐ 5	☐ 5
☐ 6-10	☐ 6-10
☐ 11 or more	☐ 11 or more
☐ NA	☐ NA

C. How many minutes of class time do you usually spend reviewing the . . . (MARK NUMBER OF MINUTES. IF NO MAJOR EXAM/QUIZ GIVEN, MARK "NA.")

Major Exam	Quiz
☐ 0	☐ 0
☐ 1-2	☐ 1-2
☐ 3-7	☐ 3-7
☐ 8-12	☐ 8-12
☐ 13-17	☐ 13-17
☐ 18-22	☐ 18-22
☐ 23-27	☐ 23-27
☐ 28-32	☐ 28-32
☐ 33-37	☐ 33-37
☐ 38-42	☐ 38-42
☐ 43-47	☐ 43-47
☐ 48-52	☐ 48-52
☐ 53 or more	☐ 53 or more
☐ NA	☐ NA

27. In a grading period, how many writing assignments of at least one page is a student required to do in your 11th or 12th grade classes? (A page is approximately 250 words.) (MARK ONE)

- ☐ Not applicable ☐ 5-6 assignments
☐ None ☐ 7-8 assignments
☐ 1-2 assignments ☐ 9-10 assignments
☐ 3-4 assignments ☐ 11 or more assignments

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28. Indicate the importance you give to each of the following grading criteria in setting grades for non-special education students in your classes. (MARK ONE FOR EACH ITEM)

- a. Absolute level of achievement ① ② ③ ④
- b. Achievement relative to the rest of the class ① ② ③ ④
- c. Individual improvement or progress over past performance ① ② ③ ④
- d. Effort ① ② ③ ④

Not Important
Somewhat Important
Very Important
Extremely Important

29. What percentage of students in your classes have you recognized in any of the following ways for their academic performance: progress charts, certificates, class newsletters, pictures or names on bulletin boards, display or reading of student work? WRITE IN PERCENT AND MARK THE CORRESPONDING CIRCLE BELOW EACH NUMBER. IF NONE, MARK HERE ○

IF 100%, MARK HERE ○

%	
0	9
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

A. Please indicate the importance of the criteria used to give this recognition. (MARK ONE FOR EACH LINE)

- a. Level of achievement ① ② ③ ④
- b. Effort or individual improvement or progress over past achievement ① ② ③ ④

Not Important
Somewhat Important
Very Important
Extremely Important

30. Are there any general or school-level standards of classroom discipline which you are expected to enforce in your classes? (MARK ONE)

- ① No
② Yes

31. On the whole, how would you evaluate the relations between the different student ethnic groups in your school? (MARK ONE)

- ③ Does not apply - only one major ethnic group present
- ① Almost no problems
- ② Some minor problems
- ③ Some serious problems
- ④ Many serious problems

32. How much of the time do you feel satisfied with your job in this school? (MARK ONE)

- ① Almost never
- ② Some of the time
- ③ Most of the time
- ④ All the time

33. What is your best guess about the number of students whom your principal or school head knows by name? He/she knows ... (MARK ONE)

- ① nearly every student.
- ② over half the students.
- ③ one-fourth to one-half of the students.
- ④ one-tenth to one-fourth of the students.
- ⑤ less than one-tenth of the students.

34. Using the scale provided, to what extent have the following changed since the 1980-81 school year? (MARK ONE FOR EACH ITEM)

If you were not at this school for the 1980/81 school year, mark here ○ and proceed to item 35.

- a. Number of Tests and Quizzes you give

Much Less	No Change	Much More
① ② ③ ④ ⑤	⑥ ⑦ ⑧	⑨ ⑩ ⑪
- b. Your expectations for student performance ① ② ③ ④ ⑤ ⑥ ⑦
- c. The amount of time devoted to nonteaching school activities or duties ① ② ③ ④ ⑤ ⑥ ⑦
- d. Agreement among professional staff on school goals ① ② ③ ④ ⑤ ⑥ ⑦
- e. Your professional relationship with your principal or school head

Much Worse	No Change	Much Better
① ② ③ ④ ⑤	⑥ ⑦ ⑧	⑨ ⑩ ⑪
- f. The general educational climate of the school ① ② ③ ④ ⑤ ⑥ ⑦
- g. The disciplinary climate of the school ① ② ③ ④ ⑤ ⑥ ⑦
- h. Your teaching practices and behaviors

No Change	Major Change
① ② ③ ④ ⑤	⑥ ⑦ ⑧

35. Recent studies have emphasized the importance of discipline, high expectations, frequent monitoring of student progress, consensus on school goals, increased academic learning time, and other factors as contributing to the academic achievement of students. A number of schools and districts have initiated "effective schools" projects based on these reports. Is your school presently involved in a similar, comprehensive school-wide improvement project to increase the academic achievement of all students? (DO NOT INCLUDE ANY PROJECT STARTED BEFORE 1979.)

- ① Yes (GO TO Q. 36)
- ② No (SKIP TO Q. 37)

36. To what extent has your school-wide improvement project influenced: (MARK ONE FOR EACH ITEM)

- a. Your teaching practices and behaviors

No Influence	Major Influence
① ② ③ ④ ⑤	⑥ ⑦ ⑧
- b. Your expectations for student performance ① ② ③ ④ ⑤ ⑥ ⑦
- c. Your nonteaching school activities or duties ① ② ③ ④ ⑤ ⑥ ⑦

BACKGROUND INFORMATION

What is your sex?

- ① Male
- ② Female

What is your origin or descent? If more than one, please indicate the one you consider the most important part of your background. (MARK ONE)

① NON-HISPANIC

HISPANIC OR SPANISH

- ② Mexican, Mexican-American, Chicano
- ③ Cuban, Cubano
- ④ Puerto Rican, Puertorriqueno, Boricua
- ⑤ Other Latin-American, Latino, Hispanic, or Spanish descent (PLEASE SPECIFY →)

What is your race? (MARK ONE)

- ① White
- ② Black
- ③ American Indian or Alaskan Native
- ④ Asian or Pacific Islander
- ⑤ Other (PLEASE SPECIFY →)

Prior to this year, how many years of experience have you had as a full-time teacher? (MARK ONE FOR EACH)

Years in this school 0 1 2 3 4-5 6-10 11-15 16-20 21-30 31+

Years in other schools 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99

What is the highest level of education you have completed? (MARK ONE)

- ① High school diploma only . . (SKIP TO Q. 43)
- ② Some college but no certificate or degree
- ③ Associate's degree (2 or more years)
- ④ Bachelor's degree
- ⑤ Bachelor's degree plus 16 or more credits
- ⑥ Master's degree
- ⑦ Specialist or six-year certificate
- ⑧ Doctor of education
- ⑨ Other doctorate

42. Print the name of the college/university at which you received your bachelor's degree or attended college. If you have not completed a bachelor's degree, please give the name of the college or university at which you have earned the largest number of college credits. (PLEASE PRINT NAME. DO NOT ABBREVIATE.)

Bachelor's Degree/or Most Credit Earned at:

Name of College/University _____

City, State _____

43. What subject areas have you taught in the last four years? (WRITE IN SUBJECT. THEN ENTER THE APPROPRIATE SUBJECT CODE FROM LIST ON PAGE 11.) If you teach only one subject, enter 99 for second and third most frequently taught. If you teach only two subjects, enter 99 for the third.)

SUBJECT

- 1. Most frequently taught _____
- 2. Second most frequently taught _____
- 3. Third most frequently taught _____

SUBJECT CODE

1. Most Frequently Taught	2. Second Most Frequently Taught	3. Third Most Frequently Taught
0 0	0 0	0 0
1 1	1 1	1 1
2 2	2 2	2 2
3 3	3 3	3 3
4 4	4 4	4 4
5 5	5 5	5 5
6 6	6 6	6 6
7 7	7 7	7 7
8 8	8 8	8 8
9 9	9 9	9 9

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0 0 0 0 0 0
1 1 1 1 1 1
2 2 2 2 2 2
3 3 3 3 3 3
4 4 4 4 4 4
5 5 5 5 5 5
6 6 6 6 6 6
7 7 7 7 7 7
8 8 8 8 8 8
9 9 9 9 9 9

43. Continued

A. About how many college courses have you taken in each of these subjects? A course is one that meets 2-5 classroom hours per week during one semester or quarter. (IF TEACHING STATE HISTORY, INCLUDE AMERICAN HISTORY COURSES; IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

1. Number of college courses taken in your most frequently taught subject: (MARK ONE)

- ① None
- ② 1-3 college courses
- ③ 4-6 college courses
- ④ 7-9 college courses
- ⑤ 10-12 college courses
- ⑥ 13-15 college courses
- ⑦ 16-20 college courses
- ⑧ 21 or more college courses

2. Number of college courses taken in your second most frequently taught subject: (MARK ONE)

- ① Do not teach second subject
- ② None
- ③ 1-3 college courses
- ④ 4-6 college courses
- ⑤ 7-9 college courses
- ⑥ 10-12 college courses
- ⑦ 13-15 college courses
- ⑧ 16-20 college courses
- ⑨ 21 or more college courses

3. Number of college courses taken in your third most frequently taught subject: (MARK ONE)

- ① Do not teach third subject
- ② None
- ③ 1-3 college courses
- ④ 4-6 college courses
- ⑤ 7-9 college courses
- ⑥ 10-12 college courses
- ⑦ 13-15 college courses
- ⑧ 16-20 college courses
- ⑨ 21 or more college courses

44. Do you have state certification to teach all of the subject areas you teach? (MARK ONE)

- ① Yes
- ② No, I need more courses in a substantive area
- ③ No, I need more education courses
- ④ No, other reason

45. Do you have tenure or its equivalent in your school? (MARK ONE)

- ① Yes
- ② No
- ③ Not offered at my school

46. What is your annual salary from your school before taxes? (MARK ONE)

- ① Under \$10,000
- ② \$10,000-\$14,999
- ③ \$15,000-\$19,999
- ④ \$20,000-\$24,999
- ⑤ \$25,000-\$29,999
- ⑥ \$30,000-\$34,999
- ⑦ \$35,000-\$39,999
- ⑧ \$40,000 or more

47. Do you teach vocational courses?

- ① Yes (GO TO Q. 48)
- ② No

If you do not teach any vocational courses, you have completed the questionnaire. We would appreciate it if you would take just a few minutes to check and make certain that you have not inadvertently missed a question and that you have correctly filled in all responses.

Thank you for assisting us in this important research. Your time and effort are much appreciated.

FIELD OF STUDY/COURSE SUBJECT CODES

Codes Course Subject

EDUCATION

- 01 Guidance & Counseling
- 02 Physical Education
- 03 Reading Education
- 04 Special Education
- 05 Speech & Hearing Therapy

VOCATIONAL EDUCATION AND RELATED SUBJECTS

- 06 Agricultural Education
- 07 Marketing & Distributive Ed.
- 08 Health Occupations
- 09 Consumer & Homemaking
- 10 Occupational Home Economics
- 11 Office Occupations (e.g., typing, shorthand)
- 12 Trade and Industry
- 13 Technical Occupations
- 14 Industrial Arts (Purpose General Ed.)
- 15 Other Business

HUMANITIES

- 16 Classics
- 17 Drama
- 18 English
- 19 Visual Arts
- 20 Latin or Greek
- 21 French
- 22 Spanish
- 23 German
- 24 Other Modern Languages
- 25 Music
- 26 Philosophy
- 27 Religion
- 28 Other

SCIENCES

- 29 General Sciences
- 30 Archeology
- 31 Astronomy
- 32 Biology
- 33 Chemistry
- 34 Geography
- 35 Physics
- 36 Health
- 37 Other

SOCIAL SCIENCES

- 38 American or State History
- 39 Anthropology
- 40 Economics
- 41 Ethnic Studies
- 42 Government (Political Science)
- 43 World History
- 44 Psychology
- 45 Sociology
- 46 Civics
- 47 Other

MATHEMATICS

- (courses taught in high school)
- 48 General or Business Math, etc.
- 49 Geometry, Algebra, Trigonometry, etc.
- 50 Analytic Geometry, Introduction to Calculus, and other advanced math
- 51 Computer Programming

OTHER AREAS OF STUDY

- 52 Engineering
- 53 Journalism-Communications
- 54 Military Science
- 55 Nurses Training
- 56 Other Health
- 57 Law Enforcement & Corrections
- 58 Agriculture
- 59 Architecture
- 60 Library Science
- 61 Other

SUPPLEMENT FOR VOCATIONAL TEACHERS ONLY

8. In your vocational classes, what is your best estimate of the percentage of classwork and homework time spent by students in each of the following learning activities? (WRITE IN PERCENT AND THEN, AFTER CHECKING THAT PERCENTAGES ADD TO 100%, MARK THE CORRESPONDING CIRCLE TO THE RIGHT. IF NONE, ENTER "0.")

	Percentage	0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
a. Practicing specific vocational skills (e.g., typing, welding, auto repair, wood working)	_____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. Watching audiovisual materials (filmstrips, movies, etc.)	_____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Listening to lectures or other class presentations and class discussions	_____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. Applying math skills to practical problems (including math in workbooks)	_____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. Reading related material in books, manuals or workbooks and/or writing answers in workbooks and quizzes	_____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
f. Writing essays or themes	_____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
g. Other (SPECIFY)	_____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

100%

BE SURE TOTAL EQUALS 100%

9. About what percentage of your vocational class time is spent on each of the following objectives? (WRITE IN PERCENT AND THEN MARK THE CORRESPONDING CIRCLE. IF UNSURE, GIVE YOUR BEST ESTIMATE. RESPONSES NEED NOT ADD UP TO 100%. IF NONE, MARK "0.")

	Percentage	0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
a. Learning how to find a job (e.g., complete a job application, self-presentation in a job interview, job search techniques)	_____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. Learning about employer expectations for behavior on the job	_____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Career planning, occupational exploration	_____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

50. Rank the degree of responsibility each of the following has to find training-related jobs for students in your specialty area. This question refers to the first job a youth has after leaving high school. Place a "1" beside the option with most responsibility, a "2" beside the option with the second most important responsibility, and so on through "6" for the option with the least responsibility. Enter "9" beside any item that does not apply to your school. (WRITE IN RANK AND THEN MARK THE CORRESPONDING CIRCLES TO THE RIGHT OF EACH. DO NOT DUPLICATE RANKING.)

	RANK	1	2	3	4	5	6	9
a. School job placement service	_____	☐	☐	☐	☐	☐	☐	☐
b. Public employment service	_____	☐	☐	☐	☐	☐	☐	☐
c. Myself	_____	☐	☐	☐	☐	☐	☐	☐
d. Other teacher in your school	_____	☐	☐	☐	☐	☐	☐	☐
e. Guidance staff	_____	☐	☐	☐	☐	☐	☐	☐
f. Student	_____	☐	☐	☐	☐	☐	☐	☐

51. Not counting part-time work or summer employment while you were a student, how many years have you worked in a nonteaching job? (IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, MARK "0.")

	Years of nonteaching work	0	1	2	3	4	5	6	7	8	9	10-12	13-20	21 or more
Years of nonteaching work	_____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

IF YOU MARKED "0," SKIP TO BOX AT RIGHT FOR FINAL INSTRUCTIONS.

52. Did you hold a supervisory position for any of the nonteaching work you did?

- ① No (GO TO Q. 53)
② Yes

IF YES

For how many years? (IF LESS THAN ONE YEAR, MARK "1." OTHERWISE ROUND TO NEAREST YEAR.)

- ① 1 ⑥ 6-8
② 2 ⑦ 9-12
③ 3 ⑧ 13-20
④ 4 ⑨ 21 or more
⑤ 5

53. How closely related was your nonteaching work to your current teaching? (MARK ONE)

- ① Very closely related (i.e., I now train students for the same work I did)
② Somewhat related
③ No relationship (the work I did is entirely different from the work I train students to do)

We would appreciate it if you would take just a minute to check and be certain that you have not inadvertently missed a question and that you have correctly filled in all responses.

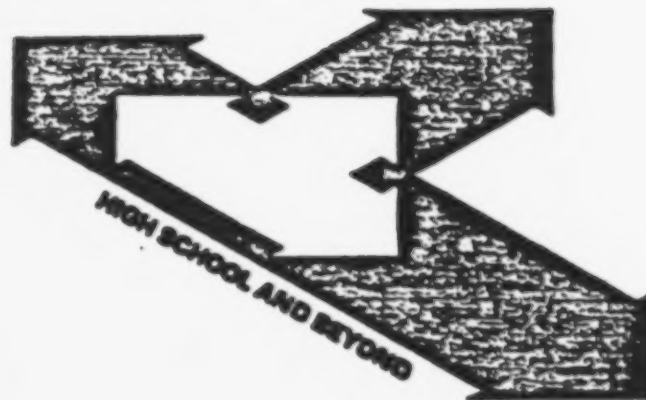
Thank you for assisting us in this important research. Your time and effort are much appreciated.

SR406/4960-intran-54321



1-6/

7/R



ADMINISTRATOR AND TEACHER SURVEY

Community Service Questionnaire

We appreciate your participation in the Administrator and Teacher Survey, a nationwide study of approximately 17,000 administrators and teachers. By completing this questionnaire you will provide valuable information about the effect of the school environment on the educational process.

In recent years, many high schools have implemented programs of community service as a course, club activity, or graduation requirement in which students volunteer to work at community service agencies or on their own service projects, either during or after school hours. This survey attempts to document the extent of such programs in the United States and to describe the students they serve and other program characteristics. The results will add information to a similar survey taken by the National Center for Service Learning in 1979 and two national studies of selected programs conducted since then.

You have been identified as a staff member responsible for such a program in a specific high school. Please answer the questions in relation to this high school. You may feel that you cannot answer a question because it does not apply to your type of school. Please indicate this by entering an N/A (not applicable) response. Also please consider the term "staff" as referring to both the administrative personnel and the teachers combined.

Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified. We hope you will answer every question, but you may skip any question you do not wish to answer.

Thank you for your time and cooperation.

All identifying information will be removed from this questionnaire prior to delivery to members of the Consortium. NORC will maintain the confidentiality and anonymity of schools and individual respondents, as it has for approximately 1,000 schools and 58,000 respondents in the High School and Beyond study since 1980, through strict adherence to the principles of the Federal Privacy Act of 1974.

The Consortium for the Study of Effective Schools

The National Center for Research in Vocational Education
The Ohio State University

The Wisconsin Center for Education Research
School of Education
The University of Wisconsin - Madison

The Institute for Research in Educational Finance and Governance
Stanford University

The Center for Educational Policy and Management
The University of Oregon - College of Education

The Center for the Social Organization of Schools
Johns Hopkins University

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-1-

GENERAL INSTRUCTIONS

There are several different types of questions in this questionnaire. To record your answers, please follow the instructions as shown in these examples. Please note: Numbers associated with the questions e.g. 8/ or 21-23/ are for computer operator use only.

(CIRCLE ONE)

What is your favorite sport? (CIRCLE ONE)

Tennis.....1
Football.....2
Basketball.....3
Baseball.....4
Other (SPECIFY) Handball ⑤

If your favorite sport is handball, you would circle the number to the right of "Other" and write "Handball" on the line as shown.

(CIRCLE ALL THAT APPLY)

Which of the following magazines have you read in the last week? (CIRCLE ALL THAT APPLY)

Newsweek.....①
Time.....②
U.S. News & World Report.....3
None of these.....4

If you read Newsweek and Time magazines in the last week, you would circle the numbers as shown.

(CIRCLE ONE FOR EACH ITEM)

Have you done any of the following during the past school year? (CIRCLE ONE FOR EACH ITEM)

	Yes	No
Attended a school sporting event.....	①	2
Attended a school assembly.....	①	2
Chaperoned a school dance.....	1	②
Chaperoned a class field trip.....	1	②

If you attended a school sporting event and a school assembly, but did not chaperone a school dance or class field trip, you would circle the numbers as shown.

Several questions ask you to enter numbers (or estimates of numbers) in the boxes provided e.g., number of students, number of hours. Others ask for percentages or estimates of percentages. Please round to the nearest whole number and "zero fill" as shown, where appropriate.

(WRITE IN)

What percentage of the students in your school are in the: (WRITE IN PERCENT)

9-10th grades: 043%

11-12th grades: 057%

If 40% of the students in your high school are in grades 9 and 10, and 60% are in grades 11 and 12, you would fill in the boxes as shown.

Please enter month and day - 8-9/
 Month Day 10-11/

1. Which of the following statements describe the type of community service program your school has: (CIRCLE ALL THAT APPLY)

- | | |
|---|-----|
| A. An elective course.....1 | 12/ |
| B. A graduation requirement.....2 | 13/ |
| C. A voluntary club activity.....3 | 14/ |
| D. Other (Describe the program structure if the above categories are insufficient.).....4 | 15/ |
| _____ | |
| _____ | |
| _____ | |
| E. NONE OF THE ABOVE.....5 | 16/ |

GO TO
INSTRUCTION
BOX BELOW

• Did you circle "5" (NONE OF THE ABOVE)?

Yes.....1 (STOP HERE AND RETURN THE QUESTIONNAIRE. 17/
 THANK YOU FOR YOUR ASSISTANCE.)

No.....2 CONTINUE BELOW

• Did you circle "1" (elective course) among the responses in Question 1?

Yes.....1 GO TO Q.2 AND ANSWER ALL REMAINING 18/
 QUESTIONS IN TERMS OF THE ELECTIVE
 COURSE ONLY

No.....2 CONTINUE BELOW

• With respect to responses "2" (graduation requirement), "3" (voluntary club) and "4" (other), did you circle only one or more than one of these responses?

Only one.....1 GO TO Q.2 AND ANSWER ALL REMAINING 19/
 QUESTIONS IN TERMS OF THAT ONE PROGRAM

More than one.....2 CONTINUE BELOW

• Please indicate which community service program has the largest student enrollment. (CIRCLE ONE)

- | | | |
|----------------------------------|------------------------------|-----|
| A. A graduation requirement....1 | GO TO Q.2 AND ANSWER ALL | 20/ |
| B. A voluntary club activity...2 | REMAINING QUESTIONS IN | |
| C. OTHER.....3 | TERMS OF THE PROGRAM CIRCLED | |

2. Approximately how many students are currently enrolled in the community service program? (WRITE IN. IF NONE, ENTER "0000". IF UNSURE, GIVE BEST ESTIMATE.)

TOTAL ENROLLED: 21-24/

IMPORTANT: TOTALS FOR Qs. 2A, 2B, 2C, AND 2D SHOULD EACH EQUAL TOTAL IN Q. 2.

- A. Of the number enrolled how many are in the following grades? (WRITE IN. IF NONE, ENTER "0000". IF UNSURE, GIVE BEST ESTIMATE.)

9th grade 25-28/

10th grade 29-32/

11th grade 33-36/

12th grade 37-40/

- B. Ethnicity of students in the community service program: (WRITE IN THE NUMBER. IF UNSURE, GIVE YOUR BEST ESTIMATE)

NON-HISPANIC 41-44/

HISPANIC OR SPANISH

Mexican, Mexican-American, Chicano 45-48/

Cuban, Cubano 49-52/

Puerto Rican, Puertorriqueno or Boricua 53-56/

Other Latin American, Latino, Hispanic,
or Spanish descent

(WRITE IN) 57-60/

2. (Continued)

C. Race of students in the community service program: (WRITE IN THE NUMBER. IF NONE, ENTER "0000". IF UNSURE, GIVE BEST ESTIMATE.)

White		61-64/
Black		65-68/
American Indian or Alaskan Native		69-72/
Asian or Pacific Islander		73-76/
		79-80/01
		BEGIN DECK 02
Other (SPECIFY) _____		08-11/

D. Number of: (WRITE IN. IF NONE, ENTER "0000")

Males		12-15/
Females		16-19/

3. What percentage of community service program students are pursuing a course of study regarded as: (IF NONE, ENTER "000". IF UNSURE, GIVE BEST ESTIMATE. TOTAL SHOULD EQUAL 100%)

College preparatory (academic)		%	20-22
Vocational		%	23-25/
General		%	26-28/
Other (SPECIFY) _____		%	29-31/
TOTAL		100%	

4. How long is the program? (CIRCLE ONE)

One semester.....1	32/
One school year.....2	
Other..(ANSWER A).....3	

IF NEITHER ONE SEMESTER NOR ONE SCHOOL YEAR:

A. Please indicate the number of weeks: 33-34/

5. In what year did the program begin? (WRITE IN YEAR)

1 9 35-36/

6. Is academic credit given for participation in the program?
(CIRCLE ONE)

Yes...(ANSWER A).....1 37/

No....(GO TO Q.7).....2

IF YES:

A. In what subject(s)? (WRITE IN)

_____	38-39/	_____	46-47/
_____	40-41/	_____	48-49/
_____	42-43/	_____	50-51/
_____	44-45/	_____	52-53/

7. From the limited set of program goals below, which student outcomes are most important to you? Place a "1" in the blank beside the most important goal, a "2" beside the next most important goal, and so on through "4" for the least important goal. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS)

_____	a. Vocational awareness and skills	54/
_____	b. Personal growth and development	55/
_____	c. Community awareness and participation	56/
_____	d. Academic competence, including basic literacy skills	57/

8. During the 1983-1984 academic year, how many students will have served in each of the following: (WRITE IN. IF UNSURE, GIVE BEST ESTIMATE. IF NONE, ENTER "0000")

a. Hospitals		58-61/
b. Nursing homes		62-65/
c. Schools		66-69/
d. Daycare or preschool centers		70-73/
e. Other agencies for handicapped or disabled persons		74-77/

79-80/02

Other public or private agencies dealing with . . .

BEGIN DECK 03

f. Health		8-11/
g. Ecology		12-15/
h. Recreation		16-19/
i. Consumer issues		20-23/
j. Cultural awareness, theatre, music		24-27/
k. Crime, corrections, law enforcement, legal aid		28-31/
l. Business (retail, finance, manufacturing, repair)		32-35/
m. Welfare services		36-39/
n. Other (DESCRIBE) _____		40-43/

9. What is the average number of hours per week that a student spends volunteering on site in the community service program? (WRITE IN HOURS. IF UNSURE, GIVE BEST ESTIMATE.)

HOURS PER WEEK: 44-45/

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10. Does the program have a regularly scheduled period in which teachers help students learn from their community service experiences (e.g., in special seminars, teacher conferences, or discussion of their community work in regular classes)? (CIRCLE ONE)

Yes...(ANSWER A & B)....1 46/

No....(SKIP TO Q.11)....2

- A. How many hours per week does this regularly scheduled period meet? (WRITE IN)

HOURS PER WEEK: 47-48/

- B. On the average, what percentage of time in this regularly scheduled period is devoted to discussion of students' field experiences? (WRITE IN PERCENT. IF UNSURE, GIVE BEST ESTIMATE)

% 49-51/

-
11. How many school staff members in each of the following categories have responsibility for coordinating or teaching in the program? (IF NONE, ENTER "00")

a. Teachers 52-53/

b. Guidance counselors 54-55/

c. School administrators 56-57/

d. Other staff 58-59/

-
12. Approximately, what is the total number of hours per week that school staff are paid for duties connected with the community service program? (WRITE IN. GIVE BEST ESTIMATE OF THE TOTAL PAID HOURS FOR ALL STAFF)

TOTAL PAID STAFF
HOURS PER WEEK: 60-63/

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13. To what extent do each of the following present problems for the community service program? (CIRCLE ONE NUMBER FOR EACH ITEM)

	Major Problem	Minor Problem	No Problem	
a. Parent opposition or lack of interest.....	1	2	3	64/
b. School budget.....	1	2	3	65/
c. Staff reductions or changes...	1	2	3	66/
d. Lack of student interest.....	1	2	3	67/
e. Difficulty in finding field placements.....	1	2	3	68/
f. Logistical problems (e.g., scheduling transportation)....	1	2	3	69/
g. Lack of support from school administration.....	1	2	3	70/
h. Teacher opposition or lack of interest.....	1	2	3	71/

79-80/03

We would appreciate it if you would take just a minute to check and be certain that you have not inadvertently missed a question.

Thank you for assisting us in this important research. Your time and effort are much appreciated.

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